

INCEPTION REPORT

skills, jobs, opportunities
enterprise growth, productivity
DECIDE ACCELERATE INNOVATE



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SECOND STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION & TRAINING PROJECT

ກົມອາຊີວະສຶກສາ Technical Vocational Education Department

January 2019

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I. INTRODUCTION

Building on the lessons of the *Strengthening Technical and Vocational Education and Training Project I*, the GRANT No. 0503-LAO: *SECOND STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROJECT* (SSTVETP) continues support efforts to realign technical and vocational education and training (TVET) with current and future labor market needs by:

- i) upgrading teaching and learning environments at eight vocational colleges,
- ii) strengthening teachers' competencies to deliver student-centered practical training in skill areas that are in demand, and
- iii) improving the management of colleges and fostering an environment that demonstrates the principles of entrepreneurship and promotes involvement of companies and communities in TVET.

The project has three outputs: (i) teaching and learning environments at eight TVET colleges upgraded, (ii) quality and relevance of demand-driven programs improved, and (iii) access to TVET institutions for disadvantaged students increased.

Under output iii: The project will increase poor and disadvantaged students' access to TVET through targeted direct stipends and more dormitory spaces at colleges. The project will also undertake *TVET promotion* measures to improve the public image of TVET and enhance understanding of TVET products and services among youth, their parents, and communities.

Package No. CS 08: Design and Implementation of the TVET Promotions Strategy is specifically under output 3:

Output 3: Access to TVET institutions for disadvantaged students increased

Component 3-a: Criteria and mechanism for selecting poor students for stipends is in place within the first 6 months of the project; 50% of the applicants are women.

Component 3-b: At least 1,000 students from low-income families received stipends from the project and enroll in vocational schools (50% women) by 2018.

Component 3-c: **Awareness campaigns** have contributed to enhance the reputation of TVET and the understanding of job opportunities for skilled workers. Surveys collected and report sex-disaggregated data.

The presentation in this Inception Report goes straight to the practical work at hand by presenting the tasks/sub-tasks; strategic considerations for efficiency and effectiveness and reports progress on the proposed approach and methodology as it meets actual, on-the-ground realities after field verification.

II. PROJECT BACKGROUND

The SSTVET Project will provide TVET promotion measures to improve the public image of TVET and enhance understanding of TVET products and services among youth, their parents, and communities.

The Ministry of Education and Sports (MOES) is the executing agency for the SSTVET project and the Technical and Vocational Education Department (TVED) under MOES is the implementing agency. A Project Management Unit (PMU) was established within TVED and a team of project implementation consultants is supporting MOES in implementing the SSTVET project.

A. CONTEXT APPRECIATION

To fully appreciate the context of the **Design and Implementation of the TVET Promotions Strategy**, we begin with the identified barrier to Lao workers finding employment in better paid jobs: **lack of adequate skills**. This was hindering the transition from agriculture to industry and services and the growth of the industry and service sectors. By “lack of adequate skills” we mean that *“there is a shortage of technically skilled workers and university graduates, and second, a large segment of the trained labor force remains under-skilled... (It is important to note that there is large heterogeneity in what surveyed firms mean by “lack of skills;” some refer to **quantity** and others to **quality**.)”*¹

Thus, the expected long-term outcome will be crystallized as: **for Lao Human Resources to have adequate skills for better paying jobs**.

The midterm outcome is **realignment of TVET to current and future labor market needs**.

The 2nd SSTVET project responds to this felt and expressed need with 3 components: Number 1, involves construction of facilities and equipment provision; number 2, involves curriculum design; capacity building of TVET Trainers and Administrators, and as shown below, the TVET Promotions strategy is a sub component of number 3.

The TVET **Promotions campaign** should result in the following objectives:

- | | |
|---|---|
| <p>(i) Increase national public awareness of <i>current trends/opportunities</i> in the labor market that make <i>TVET a smart choice</i> and create positive public perception of TVET and vocational careers;</p> | <p><i>the fulfilment of this value proposition is with capacity building component when quality/effectiveness of instruction is actually increased]</i></p> |
| <p>(ii) Increase national <i>appreciation for the quality of education</i> offered by TVET colleges under MOES; [<i>note:</i></p> | <p>(iii) Increase awareness among prospective students about the <i>skills in demand</i> in the labor market, <i>career opportunities</i>, and the TVET</p> |

¹ Skills for Quality Jobs and Development in Lao PDR: A Technical Assessment of the Current Context, World Bank, 2013

- | | |
|---|---|
| <p>schools/Training opportunities available to them locally and nationally;</p> <p>(iv) Increase enrolment in the 8 project colleges;</p> | <p>(v) Increase awareness and <i>utilization of the stipend</i> among eligible disadvantaged students; and,</p> <p>(vi) Inform development partners about MOES TVET programs and the <i>national branding approach</i> to encourage harmonization of messaging.</p> |
|---|---|



EVIDENCE-BASED DECISION MAKING: Firm and expert team have basic penetration profile of digital media² extrapolated from available data but will further ground the information through the demographic/psychographic profiling of sub-segments based on behavioural motivations and actual market reach of specific communications channels.

PARADIGM SHIFT. There is a need to shift from a basic "awareness/promotions"/ "touch and go" mode of thinking to a more strategic "stakeholder engagement" mode where the TVET

² Based on the Hootsuite 2017 report, compared to the total population of Laos, 26% are into social media (practically the same figure as internet penetration). 21% of total population are mobile active social media users (use mobile internet to access social media) and as far as general mobile connectivity, the number of mobile connections sum up to 85% compared to national population. BUT IN 2018, social media users spiked to 35% (up 9%) of population (same as internet penetration) and mobile connections increased to 91% (up 6%) of population and active mobile social media users increased to 32% (up 11%).



colleges are enabled to engage two (2) main customer sets: the industry partners who will create the jobs and the TVET students who need to choose which skill sets they want to acquire and from which post-secondary/TVET education institution.

To do this, the TVET College admin and instructors themselves will be the *key messengers* and "*promise deliverers*" and they need to be engaged from the very beginning.

B. OBJECTIVES AND SCOPE OF THE CONSULTING SERVICE/PACKAGE

MOES engaged **Publicus Asia, Inc.** to provide a team of consultants to design and implement an integrated, multi-level TVET promotion campaign that will increase awareness and positive perception of TVET and to promote enrollment, with special attention to women, ethnic groups, and low-income students eligible for the stipend program.

The Firm will refine and implement TVET promotion strategies to improve the public image of TVET and promote enhanced understanding of TVET products and services among youth, including school graduates, their parents, communities and potential employers. The goal is to increase TVET enrolment by preparing the TVET promotion strategy; conducting the integrated TVET promotion campaign; and, submission of completion report.

Demonstrating project appreciation and mastery, Experts have thus interpreted the terms of reference into the practical **TASKS/Sub-Tasks** for easy tracking:

MISSION: Using best approaches and channels that support engagement with female students, ethnic and linguistic minorities and the poor, ensuring that poor students are aware of the availability of the stipend program and how to utilize it, the TVET promotion campaign will fulfill the following **TASKS/SUB-TASK sets**:

PREPARATION STAGE:

TASK 1: BASELINE/FORMATIVE RESEARCH

SUB-TASKS:

1. **Assess the various multi-media outlets** for the campaign for cost-effectiveness and appropriateness to rural and urban settings, (location and level of connectivity of various audiences). Thus, the baseline survey of social media versus TV, radio or others, will be conducted to enable the Firm to evaluate and choose to implement the most cost-effective campaign and promotion method geared towards behavioral change for demand-driven courses which can be offered to its various clients: [(i) those who will go for further education; (ii) those who will go for employment; (iii) those who will go for business; (iv) others.]

2. **Assess the target audience's pre-campaign knowledge/attitude** regarding **TVET market** (employment/enterprise) opportunities; **Available courses**; **Training Providers** (TVET Colleges/Instructors) and discover behavioural **barriers and drivers** related to enrollment.
3. Research should also assess the **capacities of TVET project colleges** to deliver promotion activities including delivery structure.

IMPLEMENTATION STAGE:

TASK 2: DESIGN TVET PROMOTIONS STRATEGY

SUB-TASK:

4. Based on the formative research, a fresh **TVET PROMOTIONS STRATEGY** will be designed expanding/updating the social marketing strategy created under the 1st TVET project to engage the following key stakeholder groups:

TVET USERS/CUSTOMERS:

- a) Prospective students (including secondary school students and out of school youth) for general enrolment and for those eligible for stipend program
- b) Current students for perception of relevance/quality of courses/instructional experience

INFLUENCERS: (level of influence to be studied as well)

- a) Principals of Secondary Schools
- b) TECHNO Teachers in Secondary Schools
- c) Lao Youth Union
- d) Lao Women's Union
- e) Parents
- f) Community Leaders

TVET PROVIDERS

- a) TVET College Administrative Personnel
- b) TVET College Academic Personnel/Instructors
- c) TVED Officials/Planners/Implementers

MARKET/INDUSTRY PLAYERS

- HR Managers/Recruiters of Business Partners/Local Enterprises

DONOR PARTNERS AND AID AGENCIES involved in the TVET sector;

TASK 3: IMPLEMENT SOCIAL MARKETING CAMPAIGN

SUB-TASKS:

5. Define the **BRANDING PROTOCOLS**
 - a. The SSTVET Project Logo and Applications
 - b. The TVED Corporate/Institutional TAGLINE
 - c. The **CORE MESSAGE/VALUE PROPOSITIONS**
 - d. TVET College brand applications, channels
6. Capacitate the **COMMUNICATIONS DELIVERY STRUCTURE** at central and TVET College level
 - a. The inhouse social marketing team includes the Career Counsellor
7. Establish the main **PLATFORM/CHANNELS** of both vertical and horizontal communications
 - a. Digital
 - b. Trimedia (above the line)
 - c. Below-the-line (onsite/point-of-sale/events including Job fairs & Career Orientation Seminars)
8. Program the **CORE MESSAGES** into an integrated **CAMPAIGN CALENDAR/ROLL OUT PLAN** and **PERFORMANCE METRICS (M&E)**
9. Produce the **MESSAGE EXPRESSIONS/MEDIA PRODUCTS**
10. LAUNCH

COMPLETION STAGE

TASK 4: MONITOR/EVALUATE/CALIBRATE

Progress will be tracked carefully across the key result areas and reported via the Milestone Outputs that shall be the basis for contract fulfillment and payment.

III. WORK PROGRESS

The recommended methodology is divided into three basic STAGES: **Preparation, Implementation and Completion.**

Upon activation, on 26th November, 2018, the Expert Team mobilized for rapid progress. The following are progress achieved per stage/task/sub-task.

A. PREPARATION STAGE

1. CONSULTANT MOBILIZATION AND ADMINISTRATIVE SUPPORT

1.1 Mobilization of the consulting team

The lump sum contract was signed on 19th November, 2018. With the lumpsum contract, the firm has more flexibility for effective measures on expert inputs to deliver on milestones with efficiency. After receiving the *Notice to Proceed*, the consulting work was rapidly activated on 26th November, 2018 with the deployment of experts.

International Team Leader and National Deputy team leader reported for duty at the Ministry of Education and Sports project office through advanced action by Publicus Asia (deployment to Laos of International Expert) on 26th November, 2018.

Base of Operations was setup at the SSTVET project office Annex on the same day where 2 work desks were provided by the MOES.

Fulfilling requests for rapid developments during contract negotiation, significant achievements have been made immediately on the set tasks.

1.2 Kick-off/Inception Workshop

The kickoff/Inception workshop was held on Thursday, 6th December, 2018 at the MOES with the attendance of the Directors & Staff of the 8 TVET Colleges and officials of TVED. In this workshop, a **pilot episode** was shown of a proposed Video Series to be deployed primarily via digital channels: "GOOD JOB LAOS!" featuring true-to-life successful Lao persons involved with **Animals/Veterinary Supplies** and **Beauty Salon** (hair and make-up/Cosmetic Arts), both TVET related enterprises and skill sets. An **on-the-spot informal survey** on actual media usage confirm the primacy of digital/mobile (everyone had smart phones, Facebook accounts and

watched *YouTube*-- but only one professed to actually watch Lao TV programs or actively follow a radio station except for news.)

A formal **spot-survey** was conducted during Inception Workshop to study the **actual delivery structure** for social marketing/communications within the target 8 TVET Colleges. This was to be confirmed/validated during the field visits to each TVET College.

December 10 and 11 was just enough preparation time for field work or confirmation/ocular of the 8 TVET colleges which was done from **December 12 to 19** covering all sites. (See Annex 2)

1.3 FIELD VISIT

All 8 TVET Colleges have been covered in the field visit which involved on-cam interviews of the Directors/Deputy Directors, officers-in-charge of Student Affairs, EMIS, ICT as well as current enrollees in random courses. In sequence, the TVET Colleges visited include:

- Champassak Technical Vocational College, Champassak Province
- Savannakhet Technical Vocational College, Savannakhet Province
- Khammouane Technical Vocational College, Khammouane Province
- Vientiane Province Technical Vocational College, Vientiane Province
- Pakpasak Technical Vocational College, Vientiane City
- Dongkhamxang Technical Agricultural College, Vientiane City
- Polytechnic College, Vientiane City
- Vientiane-Hanoi Friendship Technical Vocational College, Vientiane City

Insights were drawn on campaign delivery structure and institutional limitations that need intervention.

2. BASELINE/FORMATIVE RESEARCH

Per the TOR: *“A survey of social media versus TV, radio or others, will be conducted to enable the Firm to evaluate and choose to implement the most cost-effective campaign and promotion method geared towards behavioural change for demand-driven courses which can be offered to its various clients”*

As mentioned earlier, formative research has commenced with the following progress tracking per sub-tasks:

Grant No.0503-Lao(SF) Consulting Services to Design and Implement a TVET Promotion Strategy Package No. CS08



2.1 Sub-Task 1: ASSESS MEDIA CHANNELS/OUTLETS

There has been no full media preference survey conducted in Laos to date but exposure to media has at least been included in the Lao Social Indicators Survey II (LSIS II) in 2017³. Based on available references, initial analysis has already identified the most viable media channels to be used for the campaign.

2.1.1 TRADITIONAL TRI-MEDIA

Due to limited infrastructure it was observed that free TV is quite limited in reach among stakeholders despite having available technologies like DSTV/IPTV. Key will be **capacity for content development**, and possible prior censorship. Content from **Thailand** and **Vietnam** are enjoyed more often especially drama-series.

STATION	MODE/TECHNOLOGY			
	Analogue Terrestrial TV	Digital Terrestrial TV ⁴	Digital Satellite TV	Internet Protocol Television (IPTV) ⁵
Lao National TV1 (1983)	<input checked="" type="checkbox"/> VHF (9)			
Lao National TV CH3 (1994)	<input checked="" type="checkbox"/> UHF (33)			
Lao Star Channel (2006)			<input checked="" type="checkbox"/> C-Band; <input checked="" type="checkbox"/> Ku-Band	<input checked="" type="checkbox"/> Star Telecom Company
MV Lao (2010)	<input checked="" type="checkbox"/> UHF			
LAO PSTV (2012)		<input checked="" type="checkbox"/>	http://laopstv.com	
TV LAO (2013)			Ku-Band	
Cable Channel (1998)	2 System Operators as market leaders • More than 50 channels			
CCTV4 & CCTV news (China) relay station	<input checked="" type="checkbox"/> UHF			
VTV (Vietnam) relay station	<input checked="" type="checkbox"/> VHF			
6 LAO TV stations operating out of Vientiane - 3 government-operated and the others commercial; 17 provincial stations operating with nearly all programming relayed via satellite from the government-operated stations in Vientiane; Chinese and Vietnamese programming relayed via satellite from Lao National TV; broadcasts available from stations in Thailand and Vietnam in border areas; multi-channel satellite and cable TV systems provide access to a wide range of foreign stations; state-controlled radio			Channels: 21, 25, 37, 41, 45, 49	PROVIDERS: • ETL Public company • Lao Telecom Company

³ Lao Social Indicator Survey II (LSIS II) was carried out in 2017 by Lao Statistics Bureau (LSB) in collaboration with Ministry of Health and Ministry of Education and Sport, as part of the Global Multiple Indicator Cluster Survey (MICS) Programme.

⁴ Digital Terrestrial TV Broadcasting started in 2007 as a Joint-Venture between Lao National TV (LNTV) and Yunnan TV, China. • Standard: DTMB (China standard), DVB-T • Spectrum Bandwidth: 8 MHz • Program: 54 Program Channels (SD system) • Receives the signal through Set-Top-Box in 04 stations and in 04 Provinces (Vientiane, Luang Prabang, Savannakhet and Champassak) -- Department of Telecommunications Ministry of Post and Telecommunications

⁵ Internet Protocol television (IPTV) is a system through which television services are delivered using the Internet protocol. • IPTV is the delivery of programming by video stream encoded as a series of IP packets. IPTV is distributed by a service provider.

<p>with state-operated Lao and 3 FM; LNR's AM and FM programs are relayed via satellite constituting a large part of the programming schedules of the provincial radio stations;</p> <p>National Radio (LNR) broadcasting on 5 frequencies - 1 AM, 1 SW, FM (band II) Nationwide Channel Frequencies: - 99.7 MHz - 103.7 MHz</p>	<ul style="list-style-type: none"> • Vimpelcom Lao Company • SKY Telecom Company
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The **LSIS II**⁶ reveals traditional tri-media as a poor investment compared to digital and mobile channels:

Table SR.9.1W: Exposure to mass media (women)						
Percentage of women age 15-49 years who are exposed to specific mass media on a weekly basis, Lao PDR, 2017						
	Percentage of women age 15-49 years who:			All three media at least once a week ¹	Any media at least once a week	Number of women age 15-49 years
	Read a newspaper at least once a week	Listen to the radio at least once a week	Watch television at least once a week			
Total	7.2	17.4	76.5	3.2	78.5	25,305

Table SR.9.1M: Exposure to mass media (men)						
Percentage of men age 15-49 years who are exposed to specific mass media on a weekly basis, Lao PDR, 2017						
	Percentage of men age 15-49 years who:			All three media at least once a week ¹	Any media at least once a week	Number of men age 15-49 years
	Read a newspaper at least once a week	Listen to the radio at least once a week	Watch television at least once a week			
Total	8.6	23.4	83.4	4.4	85.4	12,017

PRINT: Only **7.2%** of 25,305 women sampled, aged 15-49 y.o. read a newspaper at least ONCE a week, while **8.6%** of 12, 017 men sampled in same age bracket does.

BROADCAST: Only **17.4%** of women sampled, listen to the **radio** at least ONCE a week, while **23.4%** of men sampled in same age bracket does. For **TV**, 76.5% of women sampled, watch TV at least ONCE a week, while **83.4%** of men sampled in same age bracket does. (note: the study did not try to identify if these programs were Lao or Thai or Vietnamese in origin and content; what time slots were preferred; or if these were for news of entertainment).

READING IN LAOS

"The intensity of reading in Lao is much lower than in comparable countries in the region, and elsewhere, but with similar patterns among gender and age groups. Nearly three-fourths of respondents fall into the low intensity of reading bracket. Even at the highest educational levels, reading intensity is still much lower in Lao than in other countries—only six percent of university graduates and four percent of current university students had high levels of reading intensity, compared to 62 percent and 72 percent, respectively, in Vietnam."

--source:
[Worldbank: Skills & Knowledge for Greater Growth and Competitiveness in Lao PDR: Skills for Quality Jobs and Development in Lao PDR: A Technical Assessment of the Current Context](#)

November, 2013

⁶ The LSIS II presents up-to date information for assessing the situation of children, women and men as well as to provide data for monitoring progress towards existing strategies and action plans including the 8th National Socio-Economic Development Plan (NSEDP) 2016-2020, update the status of the provincial social development indicators and track the graduation of the country from the category of Least Developed Country by 2020

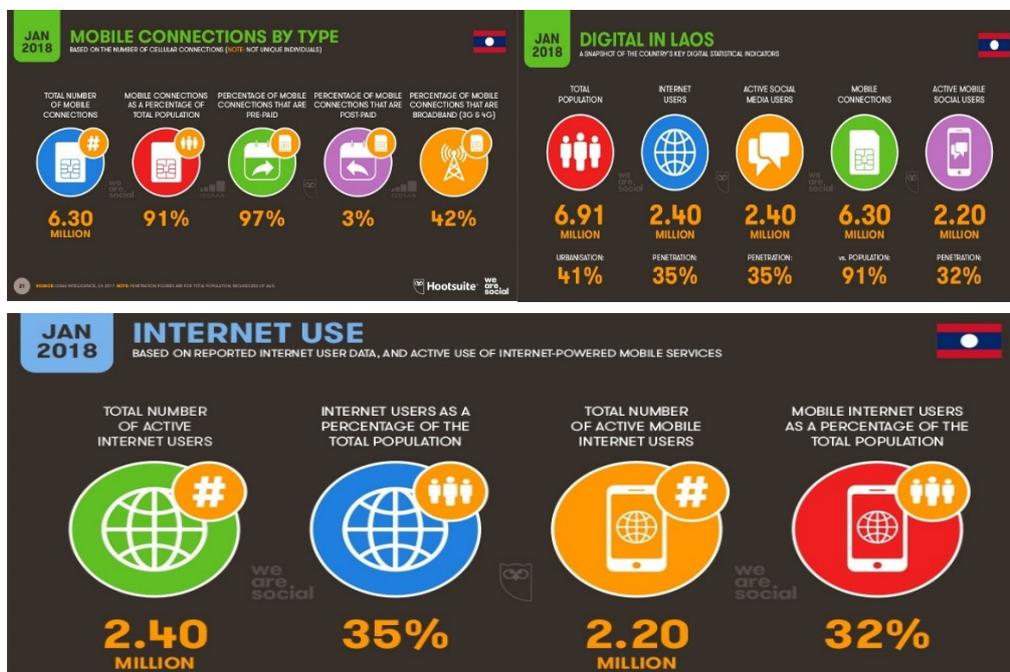


Note that even during the Kickoff/inception Workshop, an informal spot survey asking honestly who among the participants watched TV only one reluctantly raised his hand and admitted it was mainly for news. There seemed to be no time as well for anyone to have read the newspaper that day.

2.1.2 DIGITAL IS THE WAY TO GO

Compare this to MOBILE penetration figures of *We Are Social Ltd* and *Hootsuite Inc.*, which takes from total population using advanced technologies with data from various authorities/expert bodies⁷:

6.3 MILLION (91% of total population) in Laos, have **MOBILE CONNECTIONS** as of Jan. 2018; and **2.4 MILLION** (35% of total population) **IN LAOS** are **INTERNET USERS**



⁷ Hootsuite refers to data from numerous authoritative resources including:

GSMA Intelligence is the unit within the GSMA that houses the organisation's extensive database of mobile operator statistics, forecasts, and industry reports. GSMA Intelligence's data covers every operator group, network and MVNO in every country – from Afghanistan to Zimbabwe. Updated daily, it is the most accurate and complete set of industry metrics available, comprising tens of millions of individual data points.

Leading operators, vendors, regulators, financial institutions and third-party industry players rely on GSMA Intelligence to support strategic decision-making and long-term investment planning. The data is used as an industry reference point and is frequently cited by the media and by the industry itself. GSMA Intelligence's team of analysts and experts produce regular thought-leading research reports across a range of industry topics.

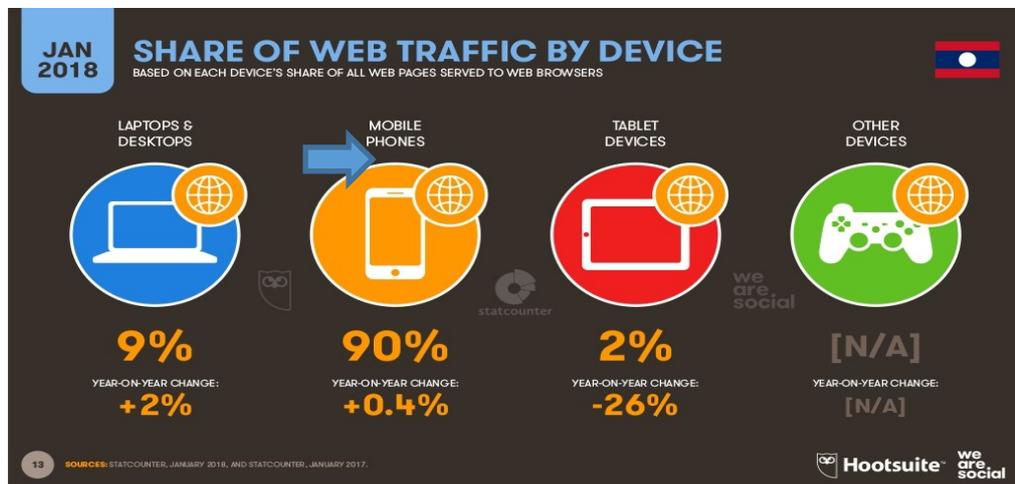
Learn more about GSMA Intelligence at <http://www.gsmainelligence.com>

2.2 Million or 92% of the 2.4 MILLION internet users in Laos use MOBILE DEVICES to connect to INTERNET and growing!

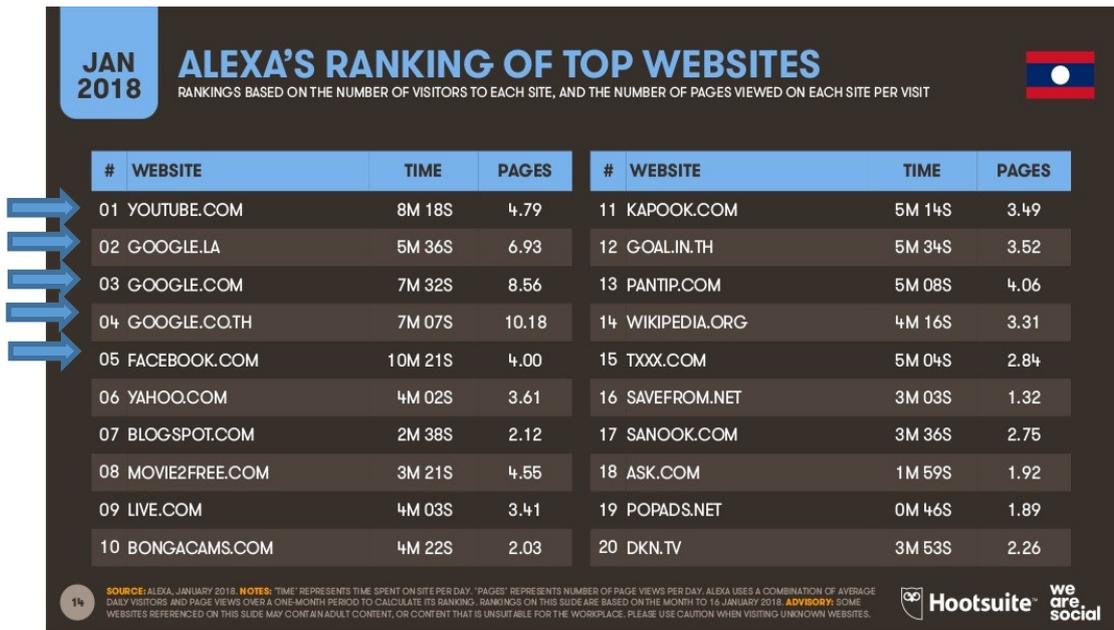


Of the 2.4 MILLION internet users, HOW MANY USE SOCIAL MEDIA?
 the number of **INTERNET USERS**= the number of **SOCIAL MEDIA USERS**

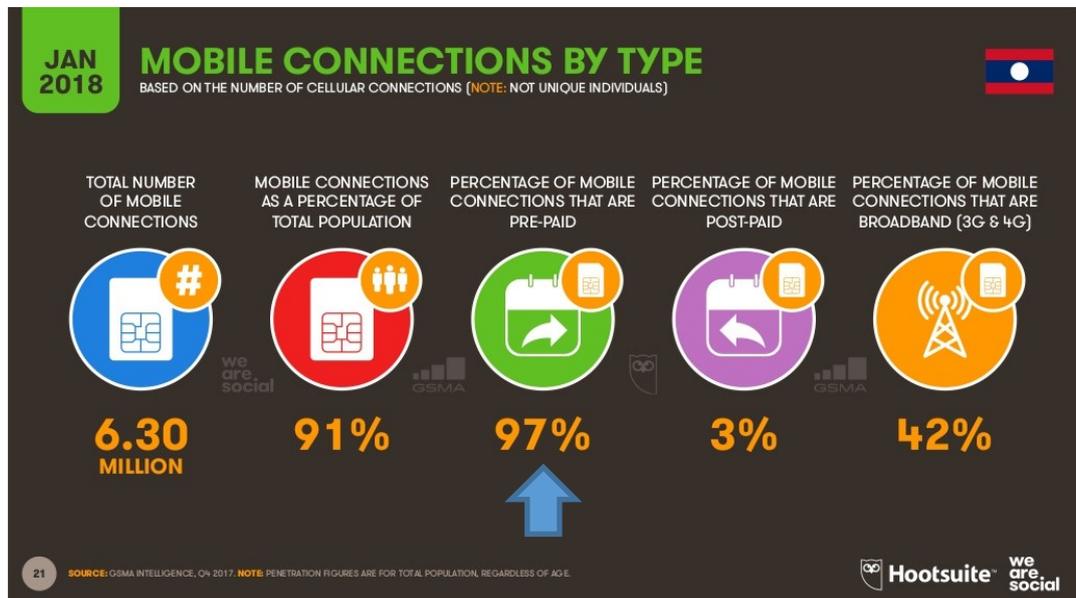
35% (2.4M persons) of the 6.91 Million total population are internet users and same figure, 2.4 M are active **social media** users, meaning **100%** of those using internet, use social media. **91%** of total population have mobile **connections** where 32% of total population use mobile to access social media. This is growing rapidly:

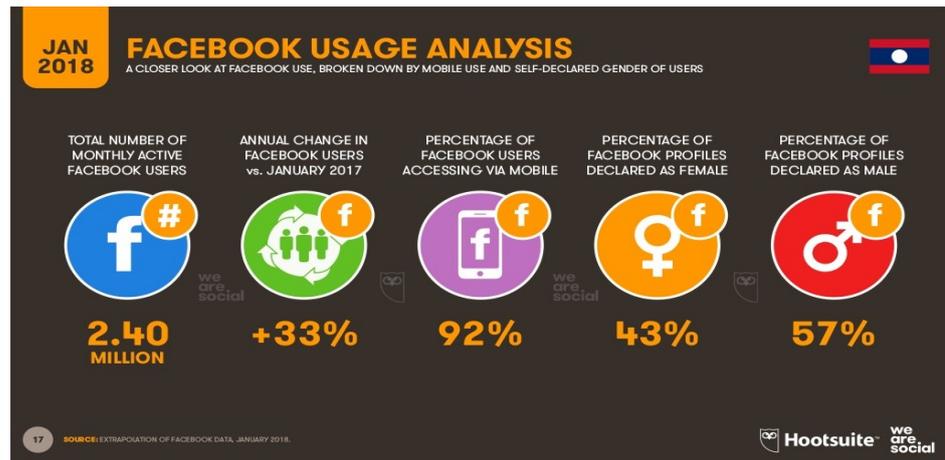


In the chart above, we can see that 90% of web traffic comes from mobile phones. Even during the field visits, the *Social Marketing and Awareness Campaign Team* observed that practically every student and faculty member in the TVET Colleges was using a mobile phone.

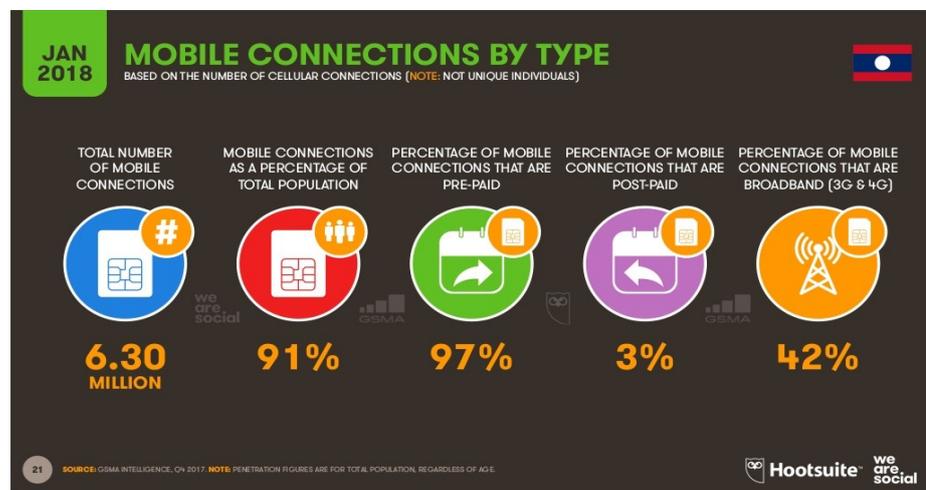


Notice that the number one visited website from Laos is **youtube.com** indicating the primacy of video with an average 8 minutes spent on it per day. Search engine **Google.la** and **Google.Co.Th** could indicate that Thai Content/Resources are being used when they search. **Facebook.com** tops them all with an average 10 minutes spent per day most probably using **pre-paid** connections.

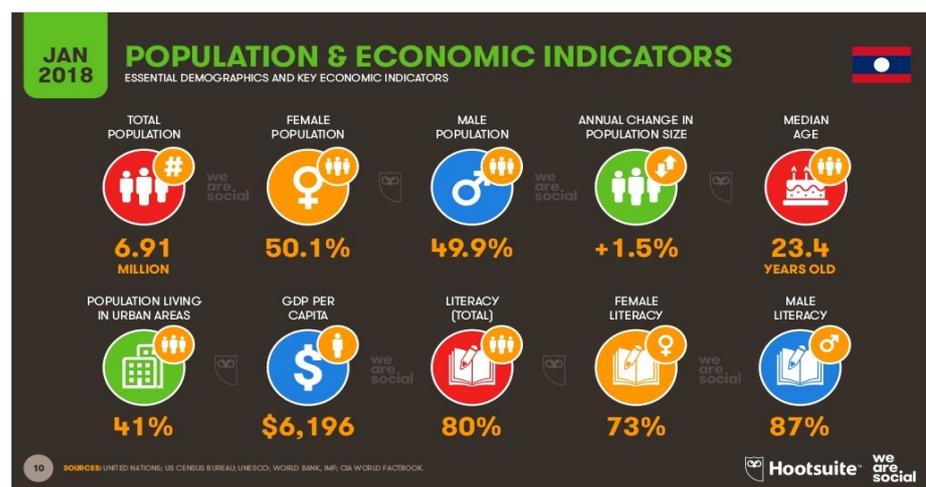




Total internet users is **2.4 Million** and total **Facebook** users is **2.4 Million**, meaning everyone who accesses the internet has a **Facebook** account.



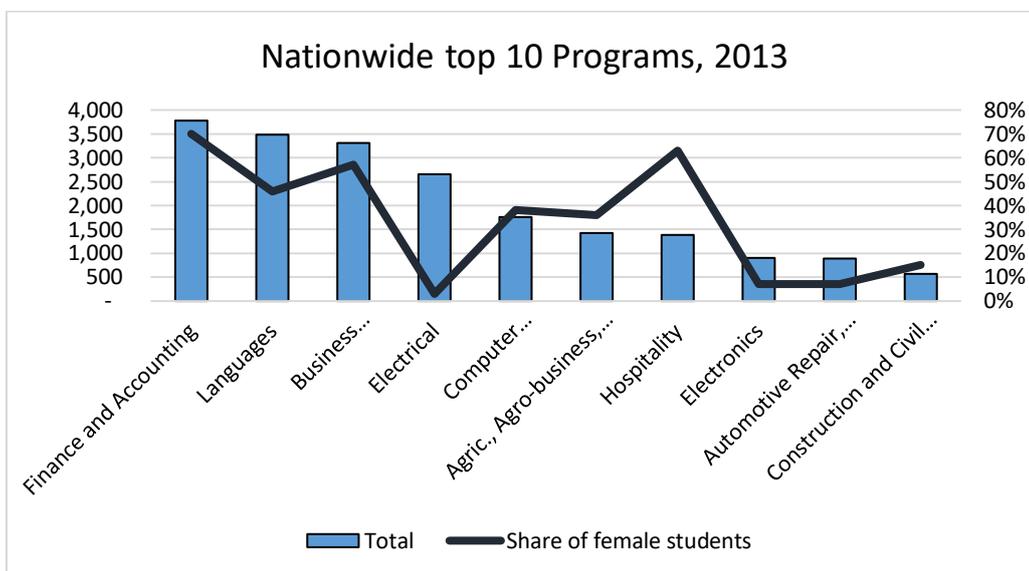
For message packaging considerations: Male and female population is about the same with females just a bit more and the median age is 23.4 years old. 41% live in urban areas. Total literacy is 80%.



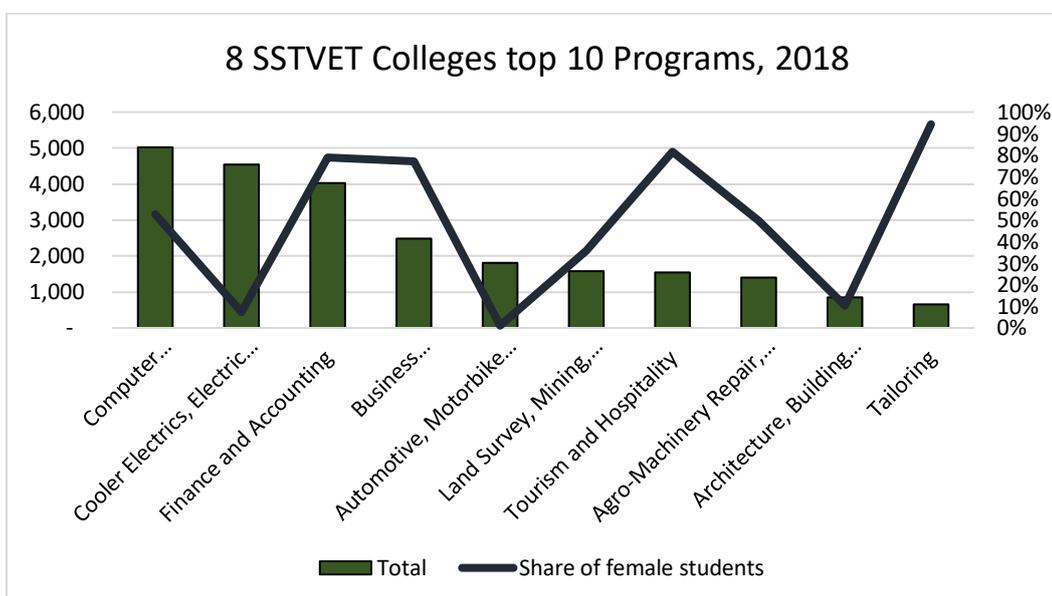
2.2 Sub-Task 2: ASSESS THE TARGET AUDIENCE’S PRE-CAMPAIGN KNOWLEDGE/ATTITUDE REGARDING TVET MARKET

2.2.1 DEMAND FOR COURSES

In 2013, the **top 3 courses** in terms of enrolment were **Finance/Accounting, Languages and Business Administration** followed by **Electrical and Computer studies**.



5 years later, In 2018, the **top 3 courses** in terms of enrolment are **Computer Studies, Air Conditioning/Refrigeration, Finance and Accounting** (drops to number 3), and Agriculture drops to number 8.

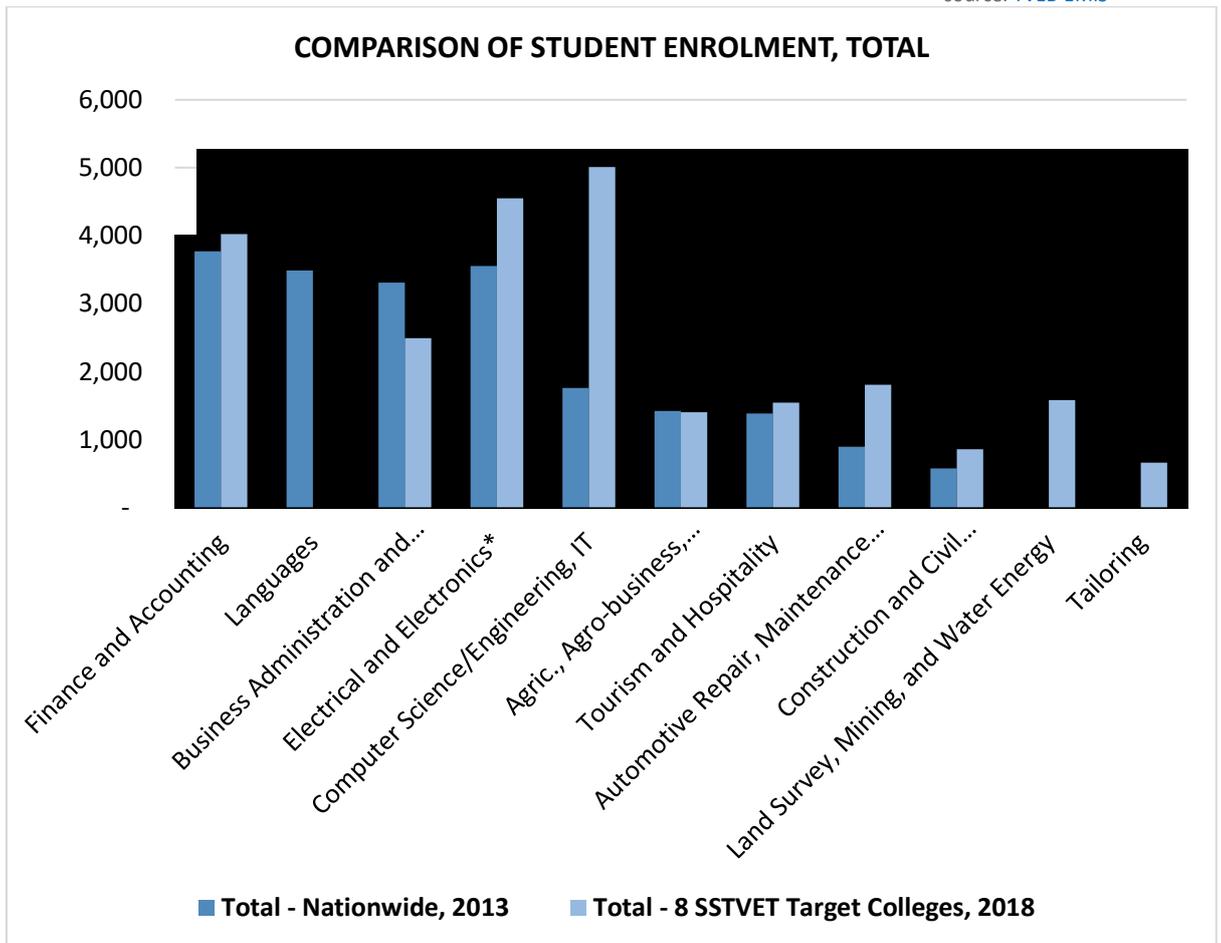


--source: Worldbank: Skills & Knowledge for Greater Growth and Competitiveness in Lao PDR: Skills for Quality Jobs and Development in Lao PDR: A Technical Assessment of the Current Context (November, 2013) VS EMIS DATA 2018

Grant No.0503-Lao(SF) Consulting Services to Design and Implement a TVET Promotion Strategy Package No. CS08



--source: TVED EMIS



In terms of total enrolment, “Finance and Accounting” course students increased while “Languages” practically disappeared. Business Administration and Management decreased as well but Electrical/Electronics grew in demand. **The biggest shift in demand is understandably ICT** which almost **triples** in comparison to 2013. Newly emerged courses are Land Survey/Mining/Water/Energy and tailoring/fashion design.



2.2.2 BASELINE: ATTITUDINAL SURVEY

This survey will begin after the approval of INCEPTION REPORT via INSTRUMENT DESIGN closely coordinated with PMU targeting the primary audience.

In the technical proposal, consultants projected the engagement points and methods for each audience type. This will be validated with counterparts during the first workshop building the campaign delivery network.

This Survey will look deeper into the level of influence of each stakeholder group on the primary target audience; the main considerations when deciding on post-secondary education options (TVET or Higher Education or Exit to Workplace); The actual ranking of engagement points and testing the message platforms.

Table 1: Stakeholder Engagement Points

TARGET	DESCRIPTION	ENGAGEMENT POINT	METHOD
The primary TARGET audience	a) Prospective students: <ul style="list-style-type: none"> • Secondary school students exiting at M4 (LSE) and M7 (USE) levels for regular TVET • and out of school youth (coming in from Non-formal/Did not finish M4/Finished Primary) coming into i-VET courses or from i-vet proceeding to regular TVET courses 	Feeder Secondary Schools Campus (complete/LSE only)	FGDs/KIIs/survey
	b) Prospective students eligible for stipend/other scholarship programs and their parents. <ul style="list-style-type: none"> • First time entrants in TVET but did not yet access any stipends but qualified (to ensure they complete their courses) 	Informal economy/areas of commerce/places of “under employment”; Villages within 20 km radius of TVET college campus (meaning still realistically accessible by bicycle/tuktuk/ motorbike/ public transport)	RRA
	c) M4/M7 key influencers (teachers/principals at secondary schools)	Sub segment of a) Prospective Students At the TVET College Campus Feeder Secondary Schools TVET college	KII/RRA survey FGD FGD

	d) Key brand experience shapers at TVET Colleges (instructors/administrators)		
The Secondary TARGET audience	<ul style="list-style-type: none"> a. Social organizations with outreach to youth and parents and with presence in TVET colleges/secondary schools such as Lao Youth Union and Lao Women’s Union; b. Community level actors such as community leaders, secondary schools, teachers, etc.; c. Business community/prospective employers; d. Donor partners and aid agencies involved in the TVET sector; e. MOES staff and administrative staff in project colleges. 	<p>Participant to consultative workshops</p> <p>Nationally via tri-media, locally via below-the-line media tactics; but Secondary School admins recruited as TVET college partners</p> <p>Inclusion in co-governance mechanisms</p> <p>Inclusion in co-governance mechanisms</p>	<p>Post event feedback tools</p> <p>Indirect &</p> <p>direct via consultative events</p>

B. IMPLEMENTATION STAGE

Only on the 2nd month of operations the following have been achieved per sub-task: Define the **BRANDING PROTOCOLS**; Capacitate the **COMMUNICATIONS DELIVERY STRUCTURE** at central and TVET College level; Establish the main **PLATFORM/CHANNELS** of both vertical and horizontal communications; Program the **CORE MESSAGES** into an integrated **CAMPAIGN CALENDAR/ROLL OUT PLAN** and **PERFORMANCE METRICS (M&E)**; Produce the **MESSAGE EXPRESSIONS/MEDIA PRODUCTS**

3. FORMATION

Refer to TASK 2: DESIGN TVET PROMOTIONS STRATEGY

3.1 Setting Up the Campaign Design & Delivery Structure

(Organizational Design & Development)

The formative research has begun during the **kick-off meeting** and the follow-up **field visit** where a preliminary assessment of how each TVET College is organized around the task of Promotions and Strategic Communications. The following is an assessment of the capacities of TVET project colleges to deliver promotion activities.

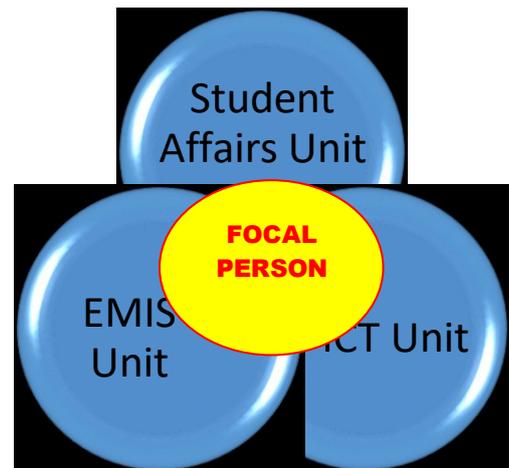
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3.1.1 OBSERVATION & ANALYSIS

On campaign delivery structure: There is no single, regular person-in-charge nor a plantilla position for marketing and promotions, rather, there is a student affairs unit, and EMIS unit and some have an ICT unit. Nor is there an existing, regular mechanism for alumni affairs/alumni tracking for easy referrals on TVET graduate success. None of the interviewed can immediately identify who is regularly in charge of the college's website or social media accounts.

- **Student Affairs** really focuses on in-campus concerns like dormitory management and discipline and on-site issues. They help with screening for scholars/stipends. They also do community outreach occasionally.
- **EMIS** is focused on records of enrolment per course per term (school year/semester/trimester) and reporting these to central.
- **ICT** is the unit maintaining any social media and helps upload files/content but does not necessarily create said content. This unit also is in charge of maintenance of ICT network/assets.



Understanding personnel limits the convergence team approach will be adapted BUT There must be a **team leader** per TVET College for this function who will receive the most technical inputs and advice from the Experts.

If the strategic objective is to engage **two (2) customer sets**: on one hand, the **TVET students (supply side)** who need to choose which skill sets they want to acquire and from which post-secondary/TVET education institution and on the other hand, the **industry partners (demand side)** who will create the jobs and —then this structure needs a higher-level status at both TVET College and TVED levels, because none of the above units (staff level) are in position to engage company executives or specifically human resource managers (whose job is to hire the best available personnel).

In a Training/Education context, the above referenced Team Leader's tasks may include relationship building with possible employers for possible **JOB PLACEMENTS** of graduates. The success rate of this work drives enrolment in courses offered by the schools (evidence of success-pathway).

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3.1.2 ALIGNING TO CURRENT AND FUTURE NEEDS

AT THE MARKET level, so many **disruptive innovations** are already happening in every industry from manufacturing to services. To align with 21st century development, the education sector must be abreast of these changes and adapt in order to sustain relevance. It cannot remain “analogue” in a “digital” world.

It must decide to make the **PARADIGM SHIFT**. There is a need to **shift from an "awareness/promotions"/ "touch and go" mode** of thinking to a more strategic **"stakeholder engagement"** mode where the TVET colleges are enabled to engage two (2) customer sets: the industry partners who will create the jobs and the TVET students who need to choose which skill sets they want to acquire and which post-secondary/TVET education institution they intend to get it from.

In a Training/Education context, the above reference role may include relationship building with possible employers for possible **JOB PLACEMENTS** of graduates. The success rate of this placement service drives enrolment in courses offered by the schools (evidence of success-pathway).

3.1.3 IMPLICATIONS

TVET COLLEGE LEVEL: This has major implication on how each TVET College actually views and engages industry partners. Clearly, to have this level of influence, it is not an occasional consultation on curriculum design or a one-time Memorandum of Understanding/Memorandum of Agreement for student practicum/dual training mode. It must be a sustained **“engagement”** mode.

MOES-TVET LEVEL: *“At the sectoral level, there are only a few TWGs. Their main focus has been the design and implementation of specific training programmes in certain geographic areas (e.g. Vientiane). They have had little impact on national policy issues such as curriculum development and qualification system design. Employer involvement in such issues appears to be as a result of individual invitation, implying no collective engagement. In short, there still exists a strong need to improve the role of employers. They should be encouraged to give priority to **recruitment** of skilled workers holding TVET qualifications and to cooperate with TVET institutions to accept students for **internship**.”* (UNESCO, 2013 TVET Policy Review in Laos)

To align to current and future needs, the MOES and TVET Institutions and must adapt to the **structural change and organizational models** of the enterprises they hope to be supplying with skilled human resources.

In the corporate world, to manage stakeholder engagement, there would be a **Vice-President for External Affairs** with the following role/tasks:

- The **Vice President** leads the development and implementation of the University's brand vision, strategy, and **public relations campaigns** to attract the best **students**, motivate **alumni and donors**, and recruit high quality **faculty and staff**.
- The Vice President oversees the strategic **direction, vision and management of the University's tactical and strategic marketing campaigns** and executes a comprehensive **branding** and initiative.
- This individual also manages all marketing campaigns, fund-raising endeavours, and actively collaborates with the President, the University Foundation, the National Alumni Association, and the Board of Trustees to define and implement an overarching advancement strategy.
- In addition to leading the University's central team of **marketing and communications** professionals, the Vice President provides strategic direction and coordinates marketing and communications produced by other academic and administrative units.

In private enterprises, this is a “C”-level (Chief) position such as the case of the **CMO** or **Chief Marketing Officer** who has high decision-making skills and powers at top management level.

At the **MOES-TVED** and **TVET College level**, it will be very unaligned to current and future needs to fail to put priority and resources to this highly specialized role.

So, the critical question is “**whose job is it**” to manage “STRATEGIC ENGAGEMENT” of students, training providers and employers? And what will be the main functions apart from promotions?

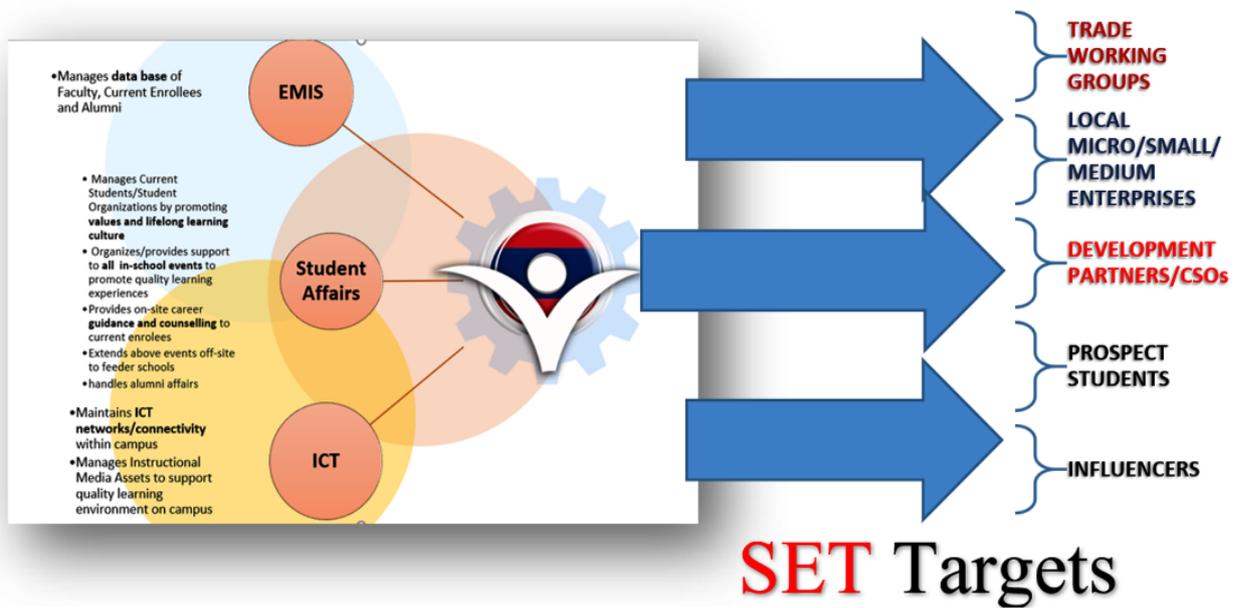
3.1.4 RECOMMENDED FOR ACTION: ORGANIZE AROUND THE TASK

2 Solutions are proposed, consistent with the terms of reference and scope of work contracted.

**PROPOSED SOLUTION 1 (for MOES-TVET-Colleges Action):
ESTABLISH THE STAKEHOLDER ENGAGEMENT⁸ TEAM (SET)**

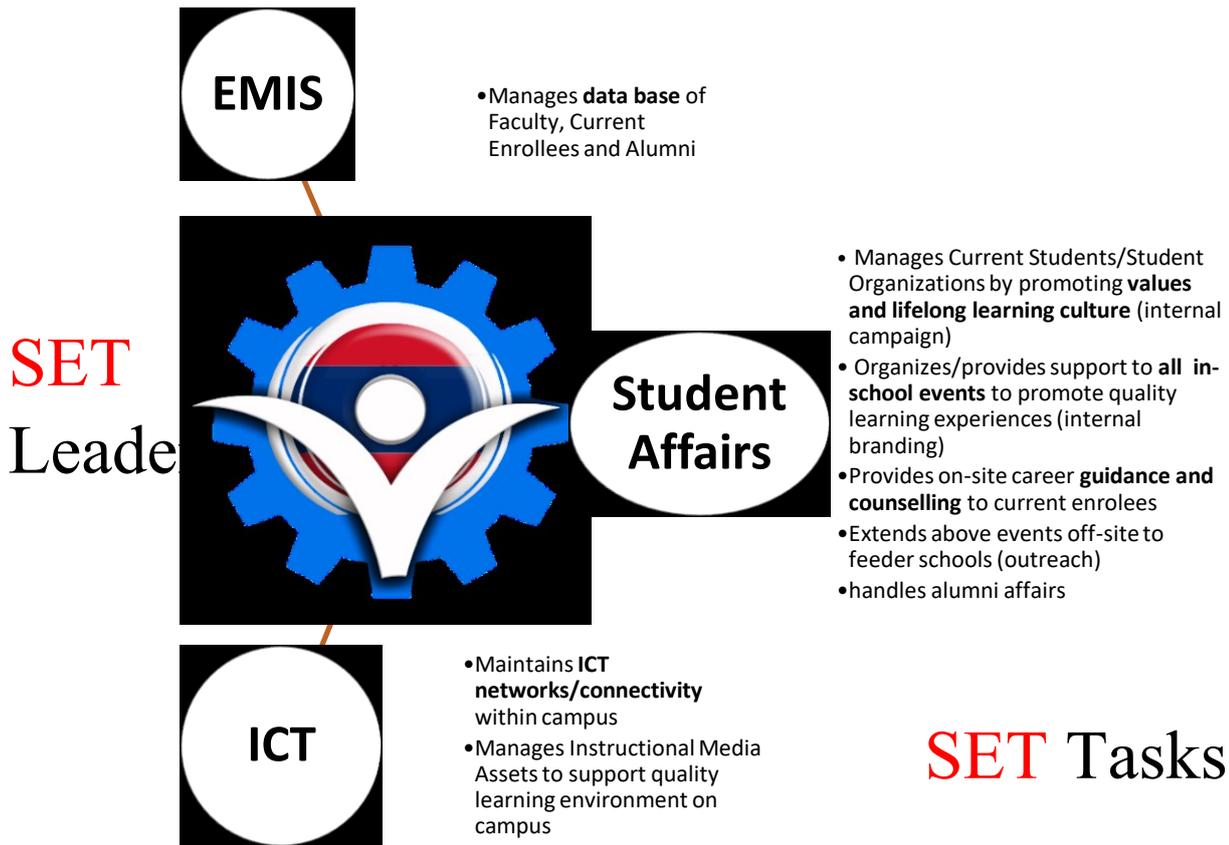
For TVET Colleges in Laos, this function then should rest on the shoulders of at least a **Deputy Director** handling internal (vertical) and external (horizontal) communications or the **Stakeholder Engagement Team (SET)**. By “horizontal” communications, we include development partners, industry associations, Trades Working Groups (TWGs).

LOCAL TVET COLLEGE COMMUNICATIONS CONTEXT



⁸ We see **strategic engagement** as the combination of **all of the marketing disciplines** (public relations/advertising/customer care/corporate communications/social media mgt) under one umbrella, with the objective of creating a **sustained dialogue with all stakeholders** of an enterprise/institution specifically directed towards accomplishing a goal.

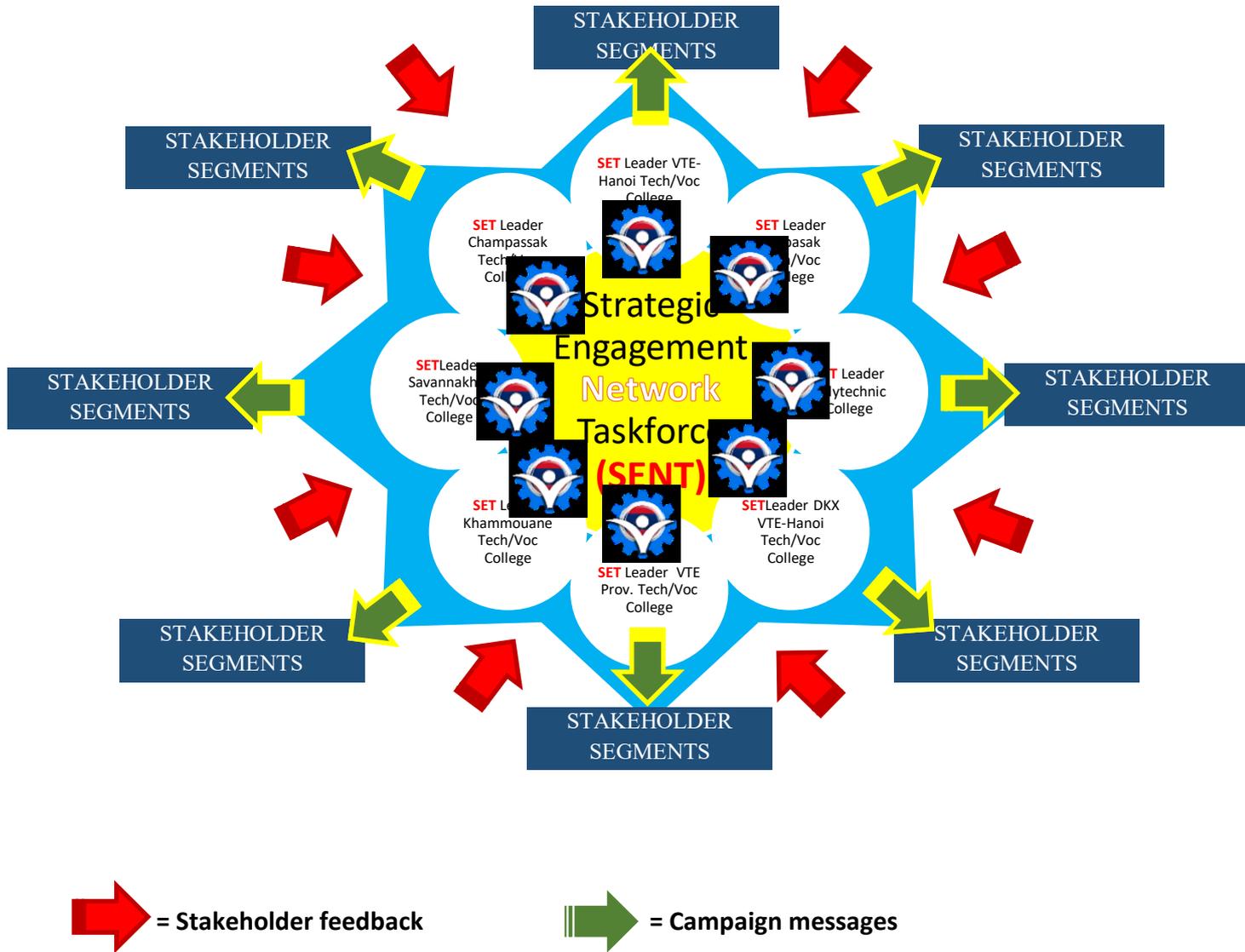
The approach is simply to combine all stakeholders with any other targeted and identifiable group and combine them into a category (or segment) of audience. These are individuals that have either a vested interest in the enterprise or are a potential customer or client/partner. Once that audience is established, we need to investigate the various means with which to communicate, or “engage,” with that audience, and plug those tactics into the strategy.



SET Functions



**Nationwide COMMUNICATIONS CONTEXT:
The Strategic Engagement Network Taskforce (SENT)
[Campaign Structure]**



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PROPOSED SOLUTION 2 (TVET Promotions Firm Action):**Sub task 7: *Capacitate the COMMUNICATIONS DELIVERY STRUCTURE at central and TVET College level***

Upon approval of this Inception Report and the corresponding payment, before the baseline study tools will be designed and deployed, a **capacity building event** will be organized with the internal stakeholders at the national and local TVET college levels on preparing a campaign implementation structure where the local role-bearers (the warm bodies to be assigned as organic/internal campaign managers) are included and engaged as co-designers as early as possible based on strategic appreciation of their roles/tasks and current limitations.

The above-mentioned maneuver goes straight into creating this capacity based in best practices.

In lieu of fixed positions which would be more the domain of the Department of Organization & Personnel (DOP) [which is beyond the project's scope], the campaign can nevertheless take on **strategic character** with a National Taskforce.

In this event, the **minimum skills sets** for the role of promotions at the central and local level will be locked on and **specific personnel/role bearers** will be assigned as accountable for the key results and tasks under the campaign.

Again, emphasizing ownership and capacity building, these role bearers will be involved in the campaign preparation/intelligence gathering processes as well as in the actual campaign implementation with careful mentoring/coaching from the expert team. (This takes care of *who will be the message deliverers, why the organization must be formed this way, how will we measure success, and what are the tools/logistics required, where to source them and how best to deploy*).

It is not just about increasing demand for TVET education or local TVET College services but also at the same time improving quality of supply/delivery of such products/services (promise/fulfilment). Thus, stakeholders must recognize the alignment of this campaign to the bigger **TVET quality standard's 10 components**⁹ and not as an isolated project-based endeavor that just ends with the project.

⁹ **Component 1: Vision, mission, and objectives** ; Component 2: Curriculum and teaching-learning delivery; **Component 3: Learners, support of learners and graduates** ; **Component 4: Staff management and development** ; Component 5: Budget and funding sources ; Component 6: Facilities and Environment ; Component 7: Management of information system ; **Component 8: Public relations and marketing** ; Component 9: Quality assurance system Component ; **Component 10: Enhancement of invention & innovation; and promotion of community services**

This collaborative learning event will be a **write-shop** of the New TVET Promotions Strategy locking down on realistic key results, performance metrics, commitment of resources and timeline.

- **DAI Strategic Communications workshop** grounds them on the basic campaign planning skills and outputs, specific action plans with detailed workable schedules and budgets for the entire three-year duration/project cycle. Into these periods will be scheduled the promotional activities from national to local levels with the activation period, naturally receiving most of the media spend/investments. This workshop further clarifies the campaign implementation structure and how its design impacts on effectiveness. (**output:** national and local **TVET promotions network** (online community¹⁰), collaboration structure and specific focal persons; key performance indicators and general M&E framework) The TVET promotions network is the mechanism for sustained mentoring/coaching

Capacity Bldg Activity No.	Key Results	Mode: Strategic	Target
1	Build Delivery Structure:	Write-shop, Group and One-on-one coaching/ mentoring	TVED Central, TVET Colleges (DG/DDG+ 3 Unit Heads)
	Establish the SENT and SET units, activate coordination/ collaboration platforms		
	Establish Role Bearers and accountabilities		
	Working TVET Promotions Strategy M&E Framework		
Projected Execution Timeline		February 2019	

Efficiency will be achieved by using the **digital STRATEGIC OPTIONS MENU** to secure consensus on the “live” or working document.

Publicus Asia will coordinate closely with the SSTVETP Team Leader for full alignment and effectiveness.

Being a lump-sum contract, there will be no need for *No Objection Letters (NOL)* from ADB to implement the activity but close coordination with the Project Manager and SSTVET Team Leader ensures cohesion.

¹⁰ <https://web.facebook.com/groups/sstvet.SENT.Laos/> is live as of writing

TASK 3: SUBTASK: Define the BRANDING PROTOCOLS

3.1.5 The SSTVET Project Logo



This is the TVET “*Persona*” and project logo¹¹:

- In the background is the “*wheel of industry*” behind the stylized *Lao Flag*.
- Foreground is a generic “person”, gender neutral (male or female), with arms raised forming a “V” for “*voc/tech*” and the “*moon*” of the Lao flag as its “*head*”.

It is a Lao person, free to make choices and follow the **TVET PATHWAYS TO SUCCESS** in the workplace. He/she can be an out-of-school youth, an M4/M7 student, a TECHNO Teacher, a TVET College Instructor who either wants success, currently successful or want to be more successful via trade skills. In short, the logo represents the **STAKEHOLDER**. Again, below are the stakeholder groups/target audiences:

TVET USERS/CUSTOMERS: (PRIMARY TARGET AUDIENCE)
<ul style="list-style-type: none"> • Prospective students (including secondary school students and out of school youth) for general enrolment and for those eligible for stipend program • Current students for perception of relevance/quality of courses/instructional experience
INFLUENCERS: (level of influence to be studied as well)
<ul style="list-style-type: none"> • Principals of Secondary Schools • TECHNO Teachers in Secondary Schools • Lao Youth Union • Lao Women’s Union • Parents

¹¹ Designed by Team Leader, Joel Wayne A. Ganibe

<ul style="list-style-type: none"> • Community Leaders
TVET PROVIDERS
<ul style="list-style-type: none"> • TVET College Administrative Personnel • TVET College Academic Personnel/Instructors • TVED Officials/Planners/Implementers
MARKET/INDUSTRY PLAYERS
<ul style="list-style-type: none"> • HR Managers/Recruiters of Business Partners/Local Enterprises
DONOR PARTNERS AND AID AGENCIES involved in the TVET sector;

3.1.6 The SSTVET Project Logo Applications

a) Masthead:



b) Sample Merchandise/Promo Items:



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3.1.7 The TVED Corporate/Institutional TAGLINE

“real skills, right attitude=good job!”

3.2 IMPLEMENT SOCIAL MARKETING CAMPAIGN

SUBTASK: Establish the main **PLATFORM/CHANNELS** of both vertical and horizontal communications

3.2.1 Digital

Preliminary research by experts have resulted in 2 new additional digital channels that have been launched in anticipation of content/messages to be developed to **complete 3 digital channels** for optimization.

Good job Laos will encourage right attitude (soft skills) and provide samples of success by providing real people who got there via TVET skills. **Lao TVET Marketplace** engages the market such as employers/ partners/suppliers for skilled manpower/services/ tools/products and will continuously be updated to feature OPPORTUNITIES. **SSTVETP.LAOs** is the project page and will feature project updates and specific stakeholders especially from the 8 TVET Colleges.



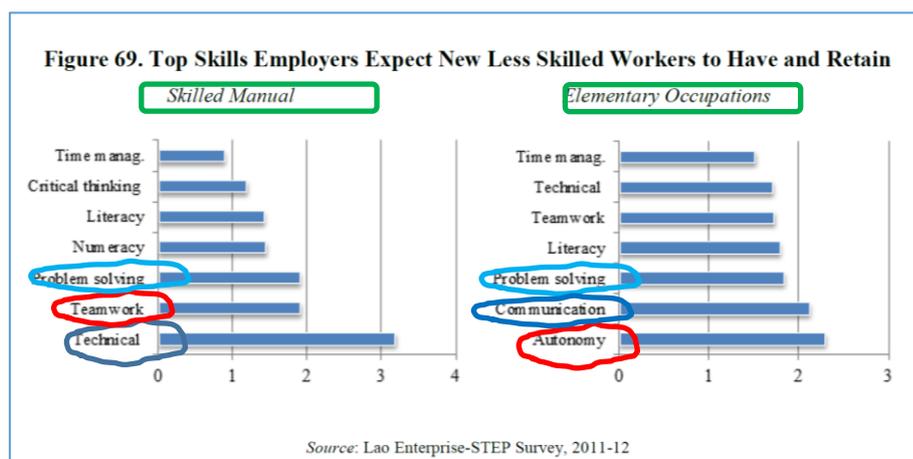
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1. www.facebook.com/goodJOBlaos



This channel is specifically for proving the message that “TVET is an effective Pathway to Success @Work” and to reinforce/emphasize the learning of soft skills (critical thinking, teamwork, communications, problem solving) apart from technical skills. This is a core message (see subtask #7) consistent with critical data on top skills employers expect from new skilled and less skilled workers to have and retain:



It also helps us emphasise the value/discipline of LIFELONG LEARNING as key success driver for any career path, **future-proofing TVET graduates by installing the skills for continuous upgrades as job demands change.**



This channel and the messages will help TVET in Laos to “ALIGN TO CURRENT AND FUTURE NEEDS” since:

Why "LIFELONG LEARNING"?

Sustainable Development Goals ເບົ້າໝາຍການພັດທະນາແບບຍືນຍົງ

4 QUALITY EDUCATION

ມີການສຶກສາທີ່ມີຄຸນນະພາບ

ເປັນຫຍັງຈຶ່ງຕ້ອງ ມີທັກສະການຮຽນຮູ້ຕະຫຼອດຊີວິດ?

“ຄວາມໝາຍຂອງການກຶກໜັງສືໃນສະຕະວັດທີ 21 ບໍ່ໄດ້ໝາຍເຖິງ ຜູ້ທີ່ອ່ານບໍ່ໄດ້ຂຽນບໍ່ເປັນ, ແຕ່ໝາຍເຖິງ ຜູ້ທີ່ບໍ່ສາມາດຮຽນ, ກຳຈັດຂໍ້ມູນ ຫຼື ຄວາມຮູ້ທີ່ບໍ່ຖືກຕ້ອງ ອອກຈາກຄວາມຄິດ ແລະ ຮຽນຮູ້ຄືນໃໝ່”.

= ສາມາດປັບໂຕເພື່ອປ່ຽນແປງ (ປັບປຸງຕົນເອງ)

“The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.”

In short: can adapt to change

TRACTION: Without any boosting or requests from TVET College constituencies to *LIKE & SHARE*, a pilot video for good jobs has reached 2,009 people with no less than 732 engagements.





Index 9 details the concept for a 13 episode VIDEO campaign featuring good jobs especially from TVET College Alumni and current enrollees with success either in their jobs or entrepreneurial ventures.

2. www.facebook.com/TVET.Marketplace



This page offers free **JOB POSTINGS** for any legitimate enterprise in Laos needing the products/services/trainings in the TVET sector. We partner/collaborate with everybody especially in the following trade areas: *ELECTRICAL WORKS/ELECTRICIAN; AUTOMOTIVE MAINTENANCE & REPAIRS; ELECTRONICS; VETERINARY MEDICINE/ANIMAL HUSBANDRY; LOGISTICS/ FULFILLMENT; BUILDING CONSTRUCTION; FOOD PROCESSING; MULTIMEDIA/ GRAPHIC DESIGN; ROAD AND BRIDGE CONSTRUCTION.*

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TRADE AREA	
1. Road and Bridge Construction	
2. Electrical Technique/Electrical Control System	
3. Building Construction	
4. Logistics	
5. Multimedia & Graphic Design/IT Networking	
6. IT Electronics	
7. Agriculture (Bio Agriculture/ Veterinary)	
8. Food Processing	
9. Automotive/ Industrial Mechanic/ Mechanical Technology	

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Consultants have begun content development and branding via masthead design, test posts and began tweaking the project page: **SSTVETP.Laos**

The three digital channels will reinforce each other and deepen search engine optimization and reach three specific audience groups and will have more chances of penetrating with convergence.

3.2.2 TRIMEDIA (ABOVE THE LINE)

As per findings on actual reach and influence of traditional print and broadcast media, the media mix will lean more heavily on digital and below-the-line.

3.2.3 BELOW-THE-LINE

(onsite/point-of-sale/events including Job fairs & Career Orientation Seminars). This will include upgrading the collateral such as course brochures, improving the billboards career guidance

SUBTASK: Program the **CORE MESSAGES** into an integrated CAMPAIGN CALENDAR/ROLL OUT PLAN and PERFORMANCE METRICS (M&E)

3.2.4 THE CORE MESSAGE/VALUE PROPOSITIONS

a) **VALUE PROPOSITION:**

“If you take the TVET Pathway to Success now, it will be faster and more practical. Plus, it still allows you to pursue other post-secondary education options after. It is a high return investment of your time and efforts”

b) MESSAGE THEME:

- “Learn fast, Earn fast” (short courses)
- “Learn More, Earn More” (advanced courses)

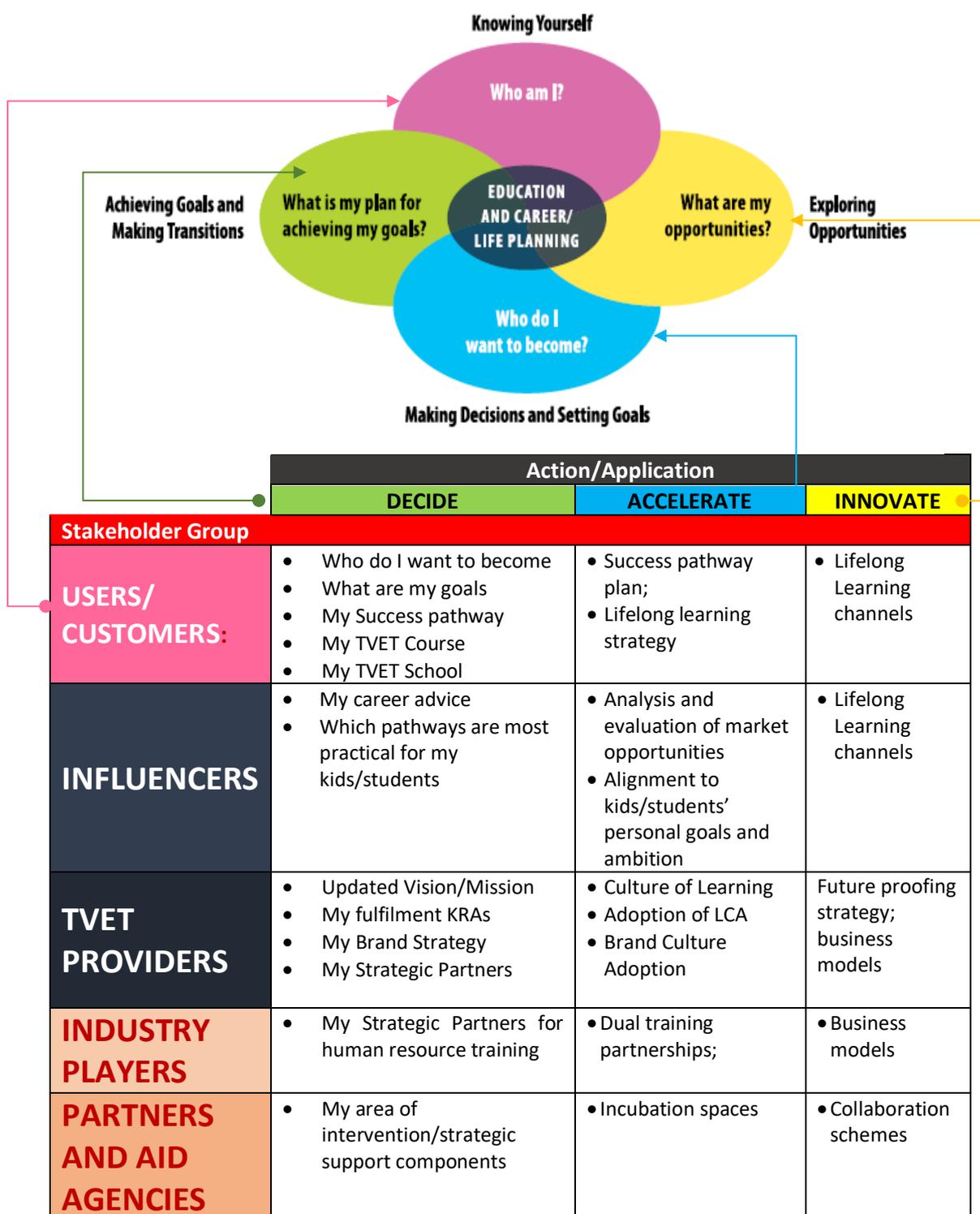


“TVET Success Pathways”



Pathways will refer to specific TVET courses and the career options these lead to. Personas have been plotted based on the primary target market:

c) ACTION LINE: DAI (Decide. Accelerate. Innovate)



CONTEXT of target **TVET customers** have been analyzed into user-cases and categorized into behavioral change options for demand-driven courses which can be offered to its various clients:

Table 2: USER-CASE BEHAVIORAL CHANGE TARGETS

CLIENT USER CASE:	INTENTION	TARGET KNOWLEDGE	Target Attitude	TARGET ACTION
LEARNER	those who will go for further education	To be clear about end goal and thus have a strategy/learning path/road map	Believes the TVET Learning path leads to success; Lifelong learner	<ol style="list-style-type: none"> Chooses course that matches his target career path Enrols in TVET school Applies for available stipends if qualified Begins purposeful learning in and out of school
EARNER	those who will go for employment;	To be clear about end goal and thus have a learning/career path/road map	Believes chosen TVET Course/ Trade skill accelerates employment; adopts lifelong learning as strategy	<ul style="list-style-type: none"> Chooses course that matches his target career path Enrols in TVET school Applies for available stipends if qualified Begins purposeful learning in and out of school
STARTER	those who will go for business/ enterprise start-ups	To be clear about end goal and thus have a learning/ career path/road map and target niche Basic business start-up processes and options (ex. Micro financing)	Believes chosen TVET Course accelerates his business start-up; adopts lifelong learning as strategy	<ul style="list-style-type: none"> Chooses course that matches his target enterprise path Enrols in TVET school Applies for available stipends if qualified Begins purposeful learning in and out of school both on skills and business opportunities <ul style="list-style-type: none"> Studies the opportunity windows Starts networking
SEARCHER	May have started as learner but undecided to be earner or starter or continue being a learner	To be clear about end goal and thus have a learning/ career path/road map	Believes prioritization helps clear choices; adopts lifelong learning as strategy	<ol style="list-style-type: none"> Studies courses offered in TVET school nearest Studies scholarships/stipends available Decides on priority (earner or starter) Studies the opportunity windows Makes a decision Gets support and moves based on informed decision

d) **SUBTASK:** Produce the **MESSAGE EXPRESSIONS/MEDIA PRODUCTS**

CREATIVE MATERIALS DESIGN & TESTING. Consistent with the general and local TVET promotions strategy and implementation schedule (campaign calendar); support communications materials will now be designed for both urban and rural audiences specific to the selected communications channels. While basic competencies will be installed with the MOES-TVET Counterparts (social media management/curation)-- Creative execution such as design and production is a highly specialized skill set owned by the consultants and local partners/suppliers have been identified and pre-engaged. The consultant team has in-house design capabilities for cost efficiency.

Apart from the general national level campaign, local will be emphasized:

- **POINT OF SALE:** At the TVET College itself, environmental graphics will include **billboards** announcing the courses offered at the institution along with the corporate Vision and Mission statement. In the campus, easy to follow **guidelines/infographics** explain processes like **enrolment, stipend applications**, as well as promote **values** critical to success for learners/earners/starters. For exploration is a concept similar to LANITH's 'passport to success' stamped for every module/course finished successfully and "honoured" at partner private enterprises and some local establishments.
- **POINT OF MARKETING:** At the secondary schools, infographic posters on TVET **career path options**, applications **processes** and **location maps** of the local TVET college will be deployed in collaboration with the LSE/USE Administrators at activation period. At reinforcement period, application forms will be distributed and collected by the local TVET Promotions officers.
- **DIGITAL CAMPAIGN TOOL SET:** with the limited reach and penetration of traditional trimedia, social media has gained more traction and resonance with the primary target audience (youth). Content like explainer videos (general TVET promotions) and corporate IDs of TVET Colleges and SMS (text blast) at activation and reinforcement periods (example reminders for enrolment/applications) will be produced and deployed according to the final approved media plan. Each of the 8 TVET Colleges will manage through their own FB Pages and youtube channels and reinforce each other's messages.

3.2.5 THE TVED CORPORATE/INSTITUTIONAL TAGLINE

“real skills, right attitude=good job!”



Consultants have begun analysis of EMIS Stats, confirming that the greatest influence is still **word-of-mouth marketing** from students already in TVET to siblings and friends as well as TVET instructors coming over to schools to do "career counseling".

We have thus identified:

- **INTERNAL/VERTICAL** Communications campaign will have to be to the existing structure: **TVET Colleges** and their constituent **faculty and students** as well as prospective **M4** and **M7** incoming freshies.
- **EXTERNAL/HORIZONTAL** Comms will have to be with the bigger TVET MARKET including industrial partners/employers, development partners, and other drivers for economic growth/labor employment/trades.

3.2.6 The TVET COLLEGE BRAND APPLICATIONS/CHANNELS

The TVET Colleges have their own FB Pages but lack content planning, production capabilities, thus content will be planned via a campaign calendar.

There is also a one-hour “HOMEROOM” session per cohort per course which can be used for “brand experience” and “messaging” on Lifelong

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Learning, personal career planning and for installing **SOFT SKILLS like communication, team work and problem solving.**

Furthermore, GROUP Creation/moderation and function optimization will be taught to the Stakeholder Engagement Teams (SET).

3.2.7 The CAMPAIGN CYCLE

In every school year within project time, there are three main periods for the overall campaign:

- **Activation.** Before the secondary level school year ends at exit points (M4 and M7) the campaign will activate behavioural change for secondary students at the proposed engagement points (see table 1: Stakeholder Engagement Points);
- **Reinforcement.** At school closing and throughout the summer breaks and during enrolment for the new school year for incoming/new entrants delivers the value proposition or “promise” in key messages designed to target sub-segments
- **Fulfilment.** While enrolled and during the course delivery, a sub campaign for instructional quality and lifelong learning at the TVET College campuses will take care of promise fulfilment. [feeds into Progress Report]

This gives the campaign enough time to design appropriate messages, pre-test it and deploy the messages and gain enough exposure before final decision time (upon exit from secondary education and entrance into TVET College by SY 2019-2020 for **internal validity**¹² especially if we are to measure actual impact of campaign).

C. COMPLETION STAGE

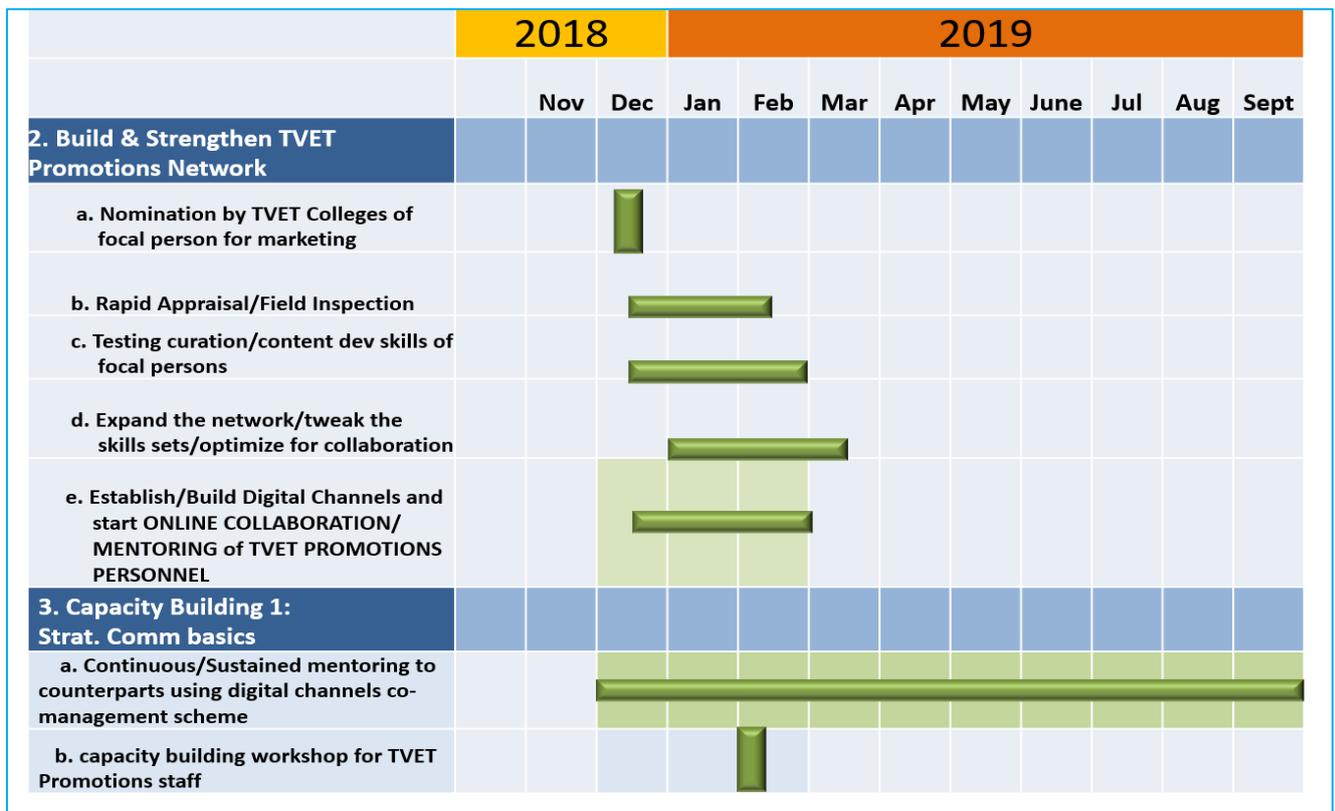
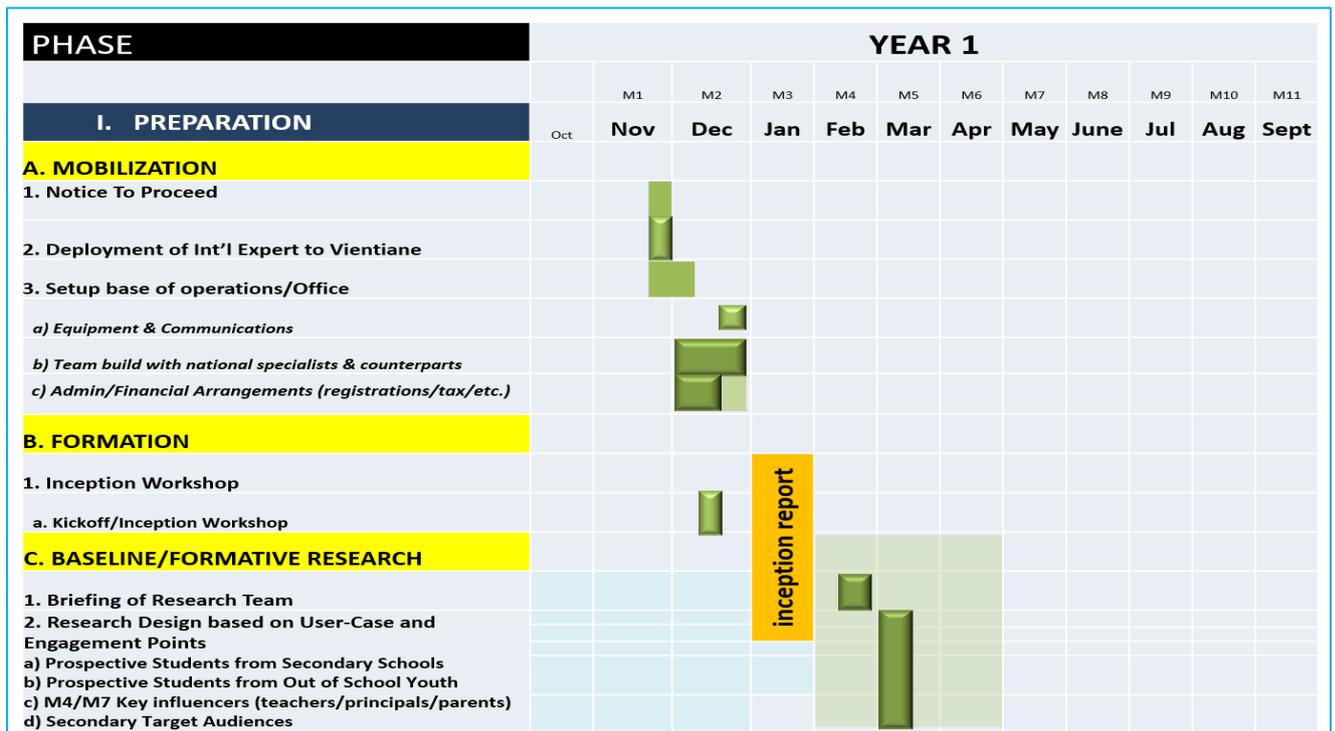
4. MONITORING & EVALUATION

4.1 IMMEDIATE WORKPLAN

Per workplan everything is on track.

¹² *Internal validity* is the confidence that we can place in the cause and effect relationship in a scientific study.

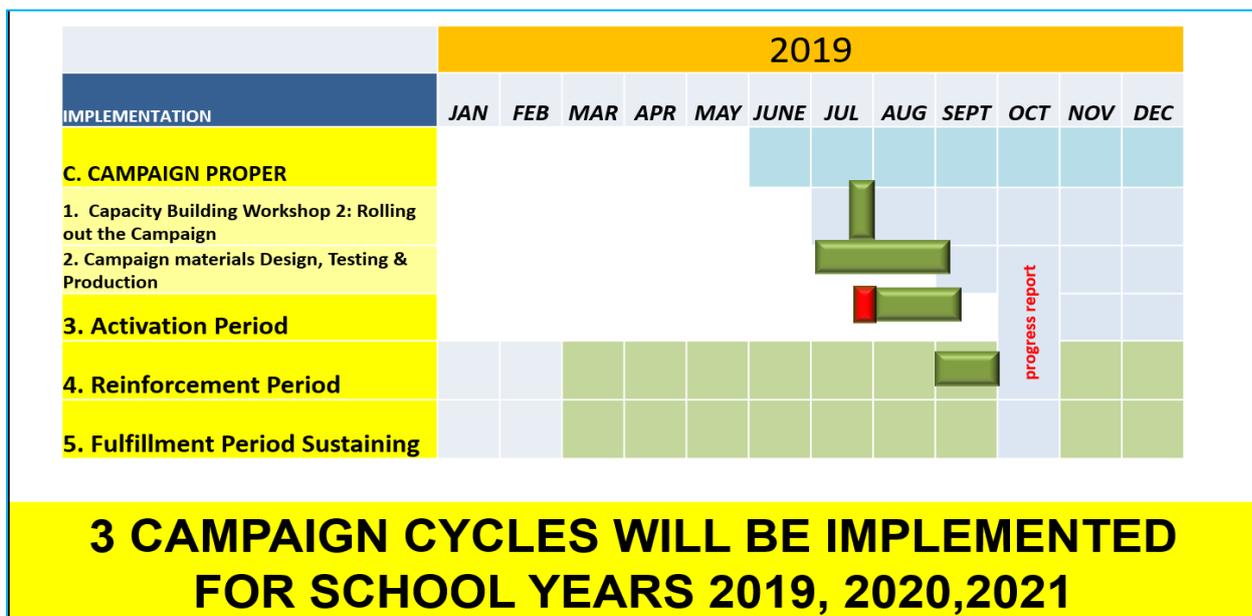
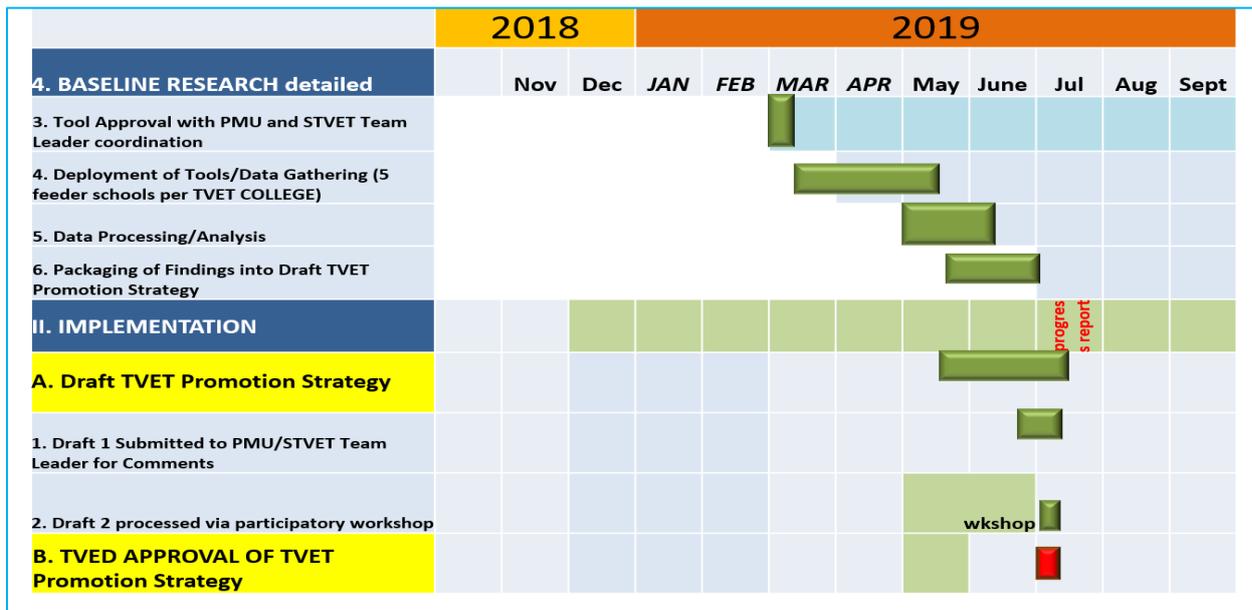
4.1.1 The PREPARATION STAGE



Grant No.0503-Lao(SF) Consulting Services to Design and Implement a TVET Promotion Strategy Package No. CS08



4.1.2 The IMPLEMENTATION STAGE



4.1.3 The COMPLETION STAGE

Work Schedule for Deliverables

No	Deliverable																																																																																																																																																																																																																																																																																																																																					
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	<p>II. IMPLEMENTATION</p> <p>A. Draft TVET Promotion Strategy</p> <p>1. Draft 1 Submitted to PMU/STVET Team Leader for Comments</p> <p>2. Draft 2 processed via participatory workshop</p> <p>B. TVED APPROVAL OF TVET Promotion Strategy</p> <p>C. CAMPAIGN PROPER</p> <p>1. Capacity Building Workshop 2: Rolling out the Campaign</p> <p>2. Campaign materials Design, Testing & Production</p> <p>3. Activation Period</p> <p>4. Reinforcement Period</p> <p>5. Fulfillment Period/Sustaining</p> <p>note: Activation, Reinforcement and Sustaining phase of the Campaign per year will be timed to the school year cycle</p>																																																																													
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<p>5</p>	<ul style="list-style-type: none"> Completion Report with required attachments completion report must include impact assessment of the completed campaign <ul style="list-style-type: none"> Yearly impacts will be reported at the last quarter of every project year after classes have regularized from September (start of SY) For the FINAL Report, the drafts will be presented to the STVET PMU and Team Leader for comments; Final draft will be submitted with the final billing. 																																																																													

Based on the above proposed workplan, progress is ahead of schedule.



IV. ANNEXES

Annex 1 KICKOFF/INCEPTION WORKSHOP SCHEDULE

I. Objectives

General: The activity aims to startup the collaboration of the TVET Promotions expert team and the TVET Promotions implementing units by grounding expectations and clarifying parameters/mechanisms of cooperation for effectiveness and efficiency as well as impact & sustainability

Specific: At the end of the workshop, the Experts will meet and establish counterparts within the MOES-TVET sector, have a basic idea of the knowledge and skills gaps in order to design the best intervention program to increase Lao capabilities for campaign design and implementation as well as evaluation and assessment.

III. Methodology

THEORY OF CHANGE FOR IMPROVING QUALITY & EFFICIENCY of TVET PROMOTIONS OF IN LAO PDR:

STRATEGIC

THE FOREST. By fully **understanding the forest** or general context of TVET Success Pathways, TVET Colleges can “listen and learn” more effectively to the market and respond more effectively to the trends/changes in terms of both supply and demand.

TACTICAL.

THE TREE. By **detailed (segmented)** appreciation of motivations, influencing factors, communications channels and processes, the right message and the right messenger can be designed to the specific customer (both prospect students and industrial partners) and locality.

By the above perspective, the TVED and TVET COLLEGES have a mind shift as to “who is your real customer?” and thus escape the trap of the “chicken or the egg” (industry or manpower/human resource development first?) and move towards authentic ENGAGEMENT.

WORKSHOP**Day 1 –**

8:00-8:30	REGISTRATION
8:30 – 10	Plenary Session
8:30 – 8:40	Welcome Remarks: DG of TVED
8:40 – 8:50	Workshop Objectives: to make sure all TVET Colleges and TVED units involved in TVET Promotions are aligned, own the TVET Promotions Strategy to be developed and agree on tasks and operating structure. The Consultants will design capacity building tactics to ensure sustainability of promotions efforts and support the execution of the strategy with precise and contextualized messaging/communications tools and products.
8:50 – 9:30	EXERCISE: the KWHL Chart: Tracking Assumptions on Social Marketing (10 minutes) GAME: “THE PROBLEM WITH COMMUNICATIONS: A SHORT DEMONSTRATION” (20 minutes) PROCESSING: GROUNDING OF EXPECTATION: Joel Wayne Ganibe, SMAC Team Leader will give a briefing of the TOR and deliverables and explain the workplan/schedule after (10 minutes)
9:30-10:00	DIAGNOSTICS: (a quick survey) by PHONEXAY
10:00-10:20	COFFEE BREAK
10:20-10:30	SHOWING OF PILOT VIDEO VIA LOGGING INTO FACEBOOK (SAMPLE CONTENT AND APPEAL) <ul style="list-style-type: none"> • HARVEST LIKE AND SHARES • SIGN UP IDEAS/COLLABORATIONS/SUGGESTED TOPICS/INTERVIEWEES
10:30-11:00	ACTIVATE THE COLLABORATION GROUP (LIKE THE PROJECT PAGE/GET INTO THE PROMOTIONS GROUP) <ul style="list-style-type: none"> • FRIENDING THE NETWORK/ANSWERING THE POLL • RESERVING THE CALENDAR FOR VISITS • WRAP UP & PHOTO-OP • SPOT INTERVIEWS ON CAM

ANNEX 2 KICKOFF/INCEPTION WORKSHOP FEEDBACK TOOL



**ຮ່າງເກັບກຳຂໍ້ມູນເບື້ອງຕົ້ນກ່ຽວກັບສະພາບລວມ
ຂອງວຽກງານ ສື່ສານ-ໂຄສະນາ (Communications) ໃນຂະແໜງອະຊີວະສຶກສາ
(ສຳລັບ ກົມອາຊີວະສຶກສາ)**

ຂໍ້ມູນທົ່ວໄປ

ຊື່ ແລະນາມສະກຸນ:Name and surname	
ໜ້າທີ່ຮັບຜິດຊອບ:Position	
ບ່ອນສັງກັດ:Place of work	
ເບີໂທຕິດຕໍ່:Telephone	
ເບີວັອດແອັບ: Whatsap	
ອີເມລ໌:E-mail address	
ຊື່ເຟສບຸກ:Facebook Account	

**1. ພາລະບົດບາດ ແລະໜ້າທີ່ຄວາມຮັບຜິດຊອບຂອງ ກົມອາຊີວະສຶກສາມີຫຍັງແດ່ ໃນວຽກງານການໂຄສະນາ-ສື່ສານ?/
TVED External Communications ROLES**

<input type="checkbox"/>	ແມ່ນໃຜເປັນຜູ້ຄຸ້ມຄອງ/ບໍລິຫານ ເວັບໄຊທ໌ ທີ່ເປັນທາງການ ຂອງກົມ? ຊື່ ແລະໜ້າທີ່ຮັບຜິດຊອບ: _____ WHO is Regular In charge of official Website? (name & role)
<input type="checkbox"/>	ແມ່ນໃຜເປັນຜູ້ຄຸ້ມຄອງ/ບໍລິຫານ ເຟສບຸກເພຈ໌ ທີ່ເປັນທາງການ ຂອງກົມ? ຊື່ ແລະໜ້າທີ່ຮັບຜິດຊອບ: _____ WHO is Regular In charge of official FB page? (name & role)
<input type="checkbox"/>	ແມ່ນໃຜເປັນຜູ້ຊຸກຍູ້ສິ່ງເສີມການປະສານສົມທົບກັນ ລະຫວ່າງ ກົມ ແລະ ສະຖານປະກອບການ? ຊື່ ແລະໜ້າທີ່ຮັບຜິດຊອບ: _____ WHO Regular In charge of Relations Promotions with Industrial Partners? (name & role)

**2. ມີເຄື່ອງມືໃດແດ່ທີ່ ກົມ ອສ ໄດ້ນຳໃຊ້ ໂຄສະນາ-ສື່ສານທາງສັງຄົມ ກ່ຽວກັບວຽກງານ ອາຊີວະສຶກສາ? (ເລືອກໄດ້ຫຼາຍ
ຂໍ້)/ Please check which social marketing media tools are being used/managed by TVED**

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<input type="checkbox"/>	ເວັບໄຊທ໌ ທີ່ເປັນທາງການ ຂອງກົມ ອສ Official WebPage
<input type="checkbox"/>	ເຟສບຸກເພຈ໌ ທີ່ເປັນທາງການ ຂອງກົມ ອສ. ຖ້າມີ, ກະລຸນາຂຽນ URL ຂອງ ເຟສບຸກເພຈ໌: _____ Official Facebook Page of TVED. If checked, please provide URL.
<input type="checkbox"/>	ເຟສບຸກເພຈ໌ ຂອງໂຄງການ SSTVET, ຖ້າມີ, ກະລຸນາຂຽນ URL ຂອງ ເຟສບຸກ ເພຈ໌: _____ SSTVET Project Page. If checked, provide URL.
<input type="checkbox"/>	ເຟສບຸກເພຈ໌ ທີ່ເປັນທາງການ ຂອງໂຄງການ SSTVET, ຖ້າມີ, ກະລຸນາຂຽນ URL ຂອງ ເຟສບຸກເພຈ໌: _____ Official SSTVET Project Page. If checked, provide URL.
<input type="checkbox"/>	ກຸ່ມເຟສບຸກ ສະເພາະບັນດາຜູ້ອຳນວຍການວິທະຍາໄລແຫ່ງຕ່າງໆ Facebook Group for TVET College Deans/Directors
<input type="checkbox"/>	ກຸ່ມເຟສບຸກ ສະເພາະບັນດາຄູສອນຢູ່ວິທະຍາໄລແຫ່ງຕ່າງໆ Facebook Group for TVET INSTRUCTORS
<input type="checkbox"/>	ຊ່ອງຢູທູບ Youtube CHANNEL, ຖ້າມີ, ກະລຸນາຂຽນ URL ຂອງ Youtube: _____
<input type="checkbox"/>	ຈົດໝາຍຂ່າວ Newsletter
<input type="checkbox"/>	ປ້າຍໂຄສະນາ Billboards
<input type="checkbox"/>	ອື່ນໆ (ກະລຸນາ ລະບຸ) _____ Others (please specify)

3. ແມ່ນກິດຈະກຳການຕະຫຼາດທາງສັງຄົມປະເພດໃດລຸ່ມນີ້ທີ່ທ່ານຄິດ/ຮູ້ສຶກວ່າມີຄວາມສຳຄັນ ນພ ຄວນເປັນບຸລິມະສິດ?
(ໃຫ້ໝາຍແຕ່ 1 – 5. 1 ໝາຍເຖິງ ສຳຄັນຫຼາຍທີ່ສຸດ ແລະ 5 ໝາຍເຖິງ ສຳຄັນໜ້ອຍທີ່ສຸດ)

<input type="checkbox"/>	ຈັດງານ ນັດພົບແຮງງານລະດັບຊາດ ຢູ່ນະຄອນຫຼວງ ວຽງຈັນ NATIONAL JOB FAIR held in Vientiane Capital
<input type="checkbox"/>	ຈັດງານ ນັດພົບແຮງງານ ຢູ່ຂັ້ນແຂວງ PROVINCIAL JOB FAIR held in province
<input type="checkbox"/>	ຈັດງານແນະແນວສາຍອາຊີບ ຢູ່ບັນດາໂຮງຮຽນມັດທະຍົມຕ່າງໆ ໂດຍພະນັກງານຈາກສະຖານ ອາຊີວະສຶກສາ/ CAREER ORIENTATION seminar in secondary schools by TVET College staff
<input type="checkbox"/>	ຈັດກອງປະຊຸມພົບປະ/ການສົນທະນາທາງເຟສບຸກນຳຜູ້ປະກອບການກ່ຽວກັບຄວາມຕ້ອງການ ແລະ ການຕອບສະໜອງດ້ານແຮງງານ Meetings/Feedback Sessions with Private Industry Partners on job Demands vs graduate supplies
<input type="checkbox"/>	ສື່ສານ/ຊຸກຍູ້ເປັນປົກກະຕິຕໍ່ເນື່ອງນຳບັນດາຄູສອນເຕັກໂນ/ສິລະປະຢູ່ໃນບັນດາໂຮງຮຽນມັດທະຍົມ ແຫ່ງຕ່າງໆ Regular communications/support with TECHNO/Practical Arts Teachers in Secondary schools



4. ແມ່ນຍຸດທະສາດການສົ່ງເສີມ/ການຕະຫຼາດທາງສັງຄົມອັນໃດແດ່ລຸ່ມນີ້ ທີ່ທ່ານຄິດວ່າມີຄວາມສໍາຄັນ? (ໃຫ້ໝາຍແຕ່ 1 – 5. 1 ໝາຍເຖິງ ສໍາຄັນຫຼາຍທີ່ສຸດ ແລະ 5 ໝາຍເຖິງ ສໍາຄັນໜ້ອຍທີ່ສຸດ)

_____ ມີປະຕິທິນ/ແຜນກິດຈະກຳສົ່ງເສີມການເຂົ້າຮຽນສາຍອາຊີວະສຶກສາ (ເນື້ອໃນ/ຂໍ້ຄວາມສໍາຄັນ ຕ້ອງໄດ້ສົ່ງ/ໂພສ ຕາມໄລຍະເວລາທີ່ໄດ້ກຳນົດ). PROMOTIONAL ACTIVITY CALENDAR (core messages are managed/distributed in a planned cycle/timing)

_____ ມີດຳລັດ/ຂໍ້ຕົກລົງ ວ່າດ້ວຍ ວັນອາຊີວະສຶກສາ (ວັນດັ່ງກ່າວ ສາມາດຈັດຂຶ້ນຢູ່ບັນດາໂຮງຮຽນມັດທະຍົມ ແຫ່ງຕ່າງໆ ໃນຂອບເຂດທົ່ວປະເທດ ໂດຍມີທີມງານຈາກ ສະຖານການສຶກສາອາຊີວະສຶກສາ ມາເຂົ້າຮ່ວມ ສົນທະນາ/ ແລກປ່ຽນກັບນັກຮຽນ ແລະຄູອາຈານ ຫຼື ຈັດເປັນງານໃຫຍ່ລະດັບຊາດ ເພື່ອສົ່ງເສີມທັກສະດ້ານຕ່າງໆ ໃນຂະແໜງອາຊີວະສຶກສາ/ເຕັກໂນ). DECREE assigning NATIONAL TVET DAY (that can be celebrated in all secondary schools and which TVET Colleges can come and visit/talk to students and teachers or celebrated nationwide to promote TVET/TECHNO skills)

_____ ມີການແຕ່ງຕັ້ງຜູ້ຮັບຜິດຊອບປະຈຳການໃນວຽກງານ ສົ່ງເສີມການເຂົ້າຮຽນສາຍອາຊີວະສຶກສາ(ໂດຍມີການກຳນົດຂອບໜ້າວຽກ/ ຕົວຊີ້ວັດຜົນສໍາເລັດໃຫ້ແກ່ເຂົາເຈົ້າພ້ອມ) FIXED (FULLTIME) POSITION FOR TVET PROMOTIONS PERSONNEL (with clear deliverables/performance indicators)

_____ ມີການຝຶກອົບຮົມກ່ຽວກັບທັກສະການສ້າງເນື້ອໃນໂຄສະນາ (ການຂຽນ/ການສ້າງວິດີໂອ, ການອອກແບບໂພສເຕີ້, ການນໍາສະເໜີເນື້ອໃນ ແລະທັກສະການຖ່າຍຮູບ) CONTENT PRODUCTION SKILLS TRAINING (how to write/how to make video/design posters/presentations/photography)

_____ ມີການຝຶກອົບຮົມດ້ານການຄຸ້ມຄອງ/ຈັດການສື່ທາງສັງຄົມ (ການນໍາໃຊ້ Facebook Groups/ Pages/ Messenger; ການຄັດເລືອກເນື້ອຫາຈາກແຫຼ່ງໃດໜຶ່ງ, ແຊຣ໌ ຫຼືໂພສເນື້ອຫາດັ່ງກ່າວໃຫ້ຄົນອື່ນຕໍ່) SOCIAL MEDIA MANAGEMENT SKILLS (how to use Facebook Groups/Pages/Messenger; content curation (choosing/sharing/repurposing)

_____ ມີການຈັດງານພົບປະກັບບັນດາຜູ້ປະກອບການຢ່າງເປັນປົກກະຕິ ເພື່ອແລກປ່ຽນບົດຮຽນ, ໃຫ້ຄໍາຕໍາໜິສົ່ງຂ່າວກັນ ກ່ຽວກັບຄວາມຕ້ອງການດ້ານແຮງງານຂອງຜູ້ປະກອບການ, ການປັບປຸງຫຼັກສູດ, ການຝຶກອົບຮົມ ຫຼື ການຝຶກປະຕິບັດຂອງນັກຮຽນຢູ່ບັນດາສະຖານປະກອບການຕ່າງໆ) REGULAR EVENTS MEETINGS WITH INDUSTRY PARTNERS to listen to evolving needs/adjust curriculum/training schedules/job placement schemes/dual training schemes)

5. ທ່ານຄິດວ່າ ແມ່ນໃຜເປັນກຸ່ມເປົ້າໝາຍຕົ້ນຕໍ ທີ່ຄວນໄດ້ຮັບຂໍ້ມູນກ່ຽວກັບການສົ່ງເສີມການເຂົ້າຮຽນສາຍອາຊີວະ?/ WHO DO YOU THINK IS THE MOST IMPORTANT AUDIENCE FOR TVET PROMOTIONS?

- ພໍ່ແມ່/ຜູ້ປົກຄອງຂອງນັກຮຽນ PARENTS



- ນັກຮຽນ ມ.4 / ມ. 7
M4/M7 students
- ນັກຮຽນທີ່ກຳລັງຮຽນຢູ່ສະຖານອາຊີວະສຶກສາ
TVET Students
- ຜູ້ປະກອບການ/ ບໍລິສັດຕ່າງໆ
Industry partners/employers
- ຄູສອນຢູ່ສະຖານການສຶກສາອາຊີວະ
TVET Instructors
- ພະນັກງານບໍລິຫານຢູ່ສະຖານການສຶກສາອາຊີວະ
TVET ADMIN

6. ທ່ານຄິດວ່າ ແມ່ນໃຜຈະເປັນຜູ້ກະຕຸ້ນ/ສົ່ງຂໍ້ມູນໃຫ້ນັກຮຽນກ່ຽວກັບການສົ່ງເສີມການເຂົ້າຮຽນອາຊີວະໄດ້ດີທີ່ສຸດ?
/WHO DO YOU THINK IS THE MOST EFFECTIVE MESSENGER/INFLUENCER TO PROSPECTIVE STUDENTS? (please check only 1)

- ຄູສອນວິຊາເຕັກໂນ ຢູ່ຊັ້ນມັດທະຍົມສຶກສາ
TECHNO Teachers in Secondary Schools
- ຜູ້ອຳນວຍການ ຢູ່ຊັ້ນມັດທະຍົມສຶກສາ
Secondary School Principals
- ນັກຮຽນທີ່ກຳລັງຮຽນຢູ່ສະຖານອາຊີວະສຶກສາ ບອກເລົ່າປະສົບການຂອງເຂົາເຈົ້າ
TVET Students in enrolled in TVET Colleges telling their experience in TVET school
- ສະມາຄົມອະດີດນັກຮຽນອະຊີວະ (ຜູ້ທີ່ກຳລັງເຮັດວຽກຢູ່ ຫຼືມີກິດຈະການເປັນຂອງຕົນເອງ)
TVET College Alumni (now working or earning on their own)
- ພໍ່ແມ່/ຜູ້ປົກຄອງຂອງນັກຮຽນທີ່ກຳລັງຮຽນຢູ່/ຈົບຈາກອາຊີວະແລ້ວ
PARENTS of students already enrolled/graguated from TVET Colleges
- ອື່ນໆ (ໃຫ້ລະບຸ): _____
Others, please specify

7. ໂລໂກ/ສັນຍາລັກລຸ່ມນີ້ມີຄວາມໝາຍແນວໃດ? (ເລືອກເອົາ 2 ຂໍ້)
BRAND IMAGE INTERPRETATION: (please check 2 meanings of the image below)



- ເປັນສັນຍາລັກຂອງຄົນລາວຜູ້ໜຶ່ງທີ່ຮູ້ສຶກວ່າຕົນເອງມີອິດສະຫຼະ, ສາມາດບິນໄດ້ ແລະມີທາງເລືອກຫຼາຍ/ This is a Lao Person who feels free to fly and make more choices
- ເປັນຮູບຕົວວິ “V” ເຊິ່ງຫຍໍ້ມາຈາກຄຳວ່າ “victory” (ມີຄວາມໝາຍວ່າ ໄຊຊະນະ)
This is a “V” for “victory” (success)
- ແມ່ນສັນຍາລັກຂອງຜູ້ຊາຍຄົນໜຶ່ງ



- This is a “guy”
ແມ່ນສັນຍາລັກຂອງຜູ້ຍິງຄົນໜຶ່ງ
- This is a “girl”
ແມ່ນສັນຍາລັກຂອງຄົນທີ່ບໍ່ລະບຸເພດ (ເພດກາງ)
- This is a gender-neutral figure
ບໍ່ແນ່ໃຈວ່າໝາຍເຖິງຫຍັງ
- Am not sure what it is
ເປັນສັນຍາລັກຂອງນັກຮຽນອາຊີວະ
- This is a tVet student
ເປັນສັນຍາລັກຂອງຄູອາຊີວະ
- This is a tVet teacher
ອື່ນໆ (ໃຫ້ລະບຸ): _____
- Others, please specify

Annex 3 FIELD VISIT SCHEDULE AND FIELD REPORT

Fieldwork schedule

(12–19 December 2018)

Dates	Time	TVET Institutions	Travel by
Wed, 12 Dec 2018	07:00 – 12:00 13:30 – 13:30 13:30 – 19:00	<ul style="list-style-type: none"> Travel to Champassak Visit Champassak TVET College (CTC) Travel to SKTVC 	Plane Rental car
Thur, 13 Dec 2018	08:30 – 10:00 10:00 – 17:00	<ul style="list-style-type: none"> Visit Savannakhet TVET College (SKTVC) Travel to KMTVC 	Rental car
Fri, 14 Dec 2018	08:30 – 10:00 10:00 – 17:00	<ul style="list-style-type: none"> Visit Khammouane TVET College (KMTVC) Travel back to Vientiane 	Rental car
Mon, 17 Dec 2018	08:00 – 10:00 10:00 – 11:30 11:30 – 15:00 15:00 – 16:30	<ul style="list-style-type: none"> Travel to TCVP Visit Vientiane Province TVET College (TCVP) Travel back to Vientiane Visit Vientiane-Hanoi Friendship TVET College (VHFTVC) 	Rental car Consultant's car
Tue, 18 Dec 2018	10:00 – 11:30 14:00 – 15:30	<ul style="list-style-type: none"> Dongkhamxang Agriculture TVET College (DATC) Polytechnic TVET College (PTC) 	Consultant's car
Wed, 19 Dec 2018	09:00 – 10:30	<ul style="list-style-type: none"> Visit Pakpasak TVET College (PTVC) 	Consultant's car

Annex 4 **FIELD REPORT**

VALIDATION VISIT OF SSTVET TARGET COLLEGES {12–19 December 2018}

I. INTRODUCTION

The field visit was conducted in eight target TVET Colleges of SSTVET Project, from 12-19 December 2018. The aim was to validate data gathered during the KICKOFF Workshop, held on the 6th December 2018. Activities during the visit includes;

- 30 minutes Quick Interview of DEAN/DIRECTOR of TVET COLLEGE (ANNEX 1 – Key persons met during the visit) on Vision/Mission and Specialty;
- 45 minutes Meeting with regular/fixed/appointed TVET PROMOTIONS OFFICER assigned by TVET College to handle promotions campaign to do Training Needs Analysis and Inventory of Local Channels;
- Ocular/Pictorial of TVET Facilities and Course Materials/Equipment; and
- Interview some Female Students in any of the TVET College core courses.

Sections below provide key findings of the visit.

II. CURRENT VISIONS AND MISSIONS

All colleges visited already have relatively clear visions and missions. The development of visions and missions are basically based on the policy and political direction of the Ministry of Education and Sports, as well as on the national and sub-national socio-economic development needs. In some colleges, visions and missions are under revision and subject to change to make them more relevant and realistic to the needs of market, as well as the competitiveness of the Asian nations.

Their visions are similar in that they aim at building skills and labours that meet in-country market needs, though some aim at establishing colleges as Centres of Excellent (COE). Not all colleges, however, have really taken into account the importance of creativity, innovation and lifelong learning promotion among students. Also, both the visions and missions seem to have faced a challenge in concentrating on skills competitiveness in the country, as well as among its neighbouring countries in the Southeast Asia region.

All colleges have ‘already’ established local industry partnerships to ensure visions and missions are met. Much of them, however, is through Memorandum of Understanding signing for Dual Cooperate Training (DCT), providing opportunities mainly for student placements and some for employment. In addition, teachers are regarded as their main engine to ensure quality of education service provision with many of whom are upgraded and continued to

study further, both in the country and overseas. Lacking facilities and poor infrastructure, however, often mentioned as key challenges in ensuring the visions and missions are met.

III. TVET PROMOTION STRATEGIES, KEY ISSUES AND CHALLENGES

Most colleges already established a unit taking responsibility for TVET Promotion, using 'team approach' which include personnel from the division of IT/EMIS, Student Affairs and Academic Support. While the IT/EMIS staff often take care of content development for promotion, the staff from Student Affairs visit secondary schools and communities to conduct the campaign, as well as taking of students staying at the TVET dormitory. The function of Academic Support Division is to mainly monitor and follow up student learning progress, their difficulties and support needed. However, the team work spirit needs to be enhanced and more collaboration among them should a better output of work is to be produced.

Actual work at the community level seems to be well established for most colleges. Apart from conducting orientation/events in secondary schools and communities, some have used a merchandise strategy and established 'Community Support Team' to do the promotion. These two strategies seem to be very successful and need to be continued.

Most colleges visited have their own brochures/ leaflets. Contents include vision and mission, college background, courses/programs offer, and information related to SSTVET support (stipend and program offer under the project). Social marketing strategy is also established, but it seems to be relatively poor functioning due partly to lack of skills in content development and media management.

Currently, 4/8 TVET colleges have their own independent website, 3/8 under development and 1/8 is either under development or no website; 7/8 of the TVET colleges have an existing FB page and 1/8 is not official and another 1/8 is either under development or no Facebook page (see Table 1 below).

Table 1: List of colleges with Websites and Facebook pages

Institutions	Website	Facebook page
Vientiane Province Technical and Vocational College	http://www.tcvp2015.edu.la/	https://www.facebook.com/technicalofvientianeprovince/
Dongkhamxang Agricultural Technical College	Under development	https://www.facebook.com/Dongkhamxang-Agricultural-Technical-College-2139570589665702/
Pakpasak Technical and Vocational College	http://www.pakpasak.edu.la/	ວິທະຍາໄລເຕັກນິກປາກປ່າສັກ
Vientiane-Hanoi Friendship Technical and Vocational College	Under development	ວິທະຍາໄລເຕັກນິກວິຊາຊີບມິດຕະພາບວຽງຈັນ-ຮ່າໂນ້ຍ
Polytechnic College	Not found	Not official (https://www.facebook.com/ptclao and https://www.facebook.com/Ptclao/)
Khammouane Technical and Vocational College	http://www.kmtvc.com/	https://www.facebook.com/kmtvc/
Savannakhet Technical and Vocational School	http://stvcsvan.com/	No found
Champassak Technical and Vocational College	www.ctc.edu.la (under development)	ວິທະຍາໄລເຕັກນິກ-ວິຊາຊີບ ແຂວງຈຳປາສັກ

Due to the promotion, enrolment rate all colleges visited has been gradually, with some sharply increased over the past few years. While there are a large number of students wanted to enrol in some courses/programs such as electricians, electronics, cooler repair, business administration, hospitality and tourism, IT and agriculture but not many people are interested in wood/furniture making, plumbing, and metal works. The ratio of enrolment in each college varies, depending on the market demand where the college serves, some within and between provinces. This suggests that TVET promotion needs to be carefully looked at the specific course/program offer level, rather than promoting the entire courses offer in its college.

IV. WAYS FORWARD

The field visit gives us a sense that the TVET promotion team/consultants will work closely with technical staff from mainly three divisions – the IT/EMIS, Student Affairs, and Academic

Support. It is also very important that the team will work and seek for guidance and support from the Deans/Directors of TVET colleges, as well as coordinating with Division of Planning to help them enhance collaboration and employment opportunities with industry partners.

The team will also of course work with other development partners who support these eight colleges, such as GIZ (VELA Program).

– Key persons met during the visit

Names & Positions	Position	TVET Institutions
1. Mr Bouakhai Soupha-on	Director	Champasak
2. Mr Viengsavanh Viengmanyq	Director	Savanakhet
3. Mr Siphavanh Phommasone	Deputy Director	Khammuna
4. Mr Thonglor	Director	Vientiane Province
5. Mr Bounma Chanthavong	Director	Dongkhamxang
6. Mr. Bounthanom	Deputy Director	Polytechnic
7. KHAMPEU VONGSIPASOM	Deputy Director	Pakpasak
8. Mrs Nivone Moungkhounsavath	Director	Vientiane–Hanoi Friendship
9. Teachers/TVET Promotion Officers	2-3 staff in each college (approx. 16-24 officers in total)	
10. Students (mainly females)	3-5 students in each college (approx. 24-40 students in total)	

Annex 5 A Brief Summary of Discussions With DEANS/DIRECTORS

{12 – 19 Dec 2018}

	 <p style="text-align: center;">Champassak Technical Vocational College</p>
<p>Director profile</p>	<p>Mr Bouakhai Soupha-on, Director, 020 5631 5666 (mobile & WhatsApp)</p>
<p>1. What do you feel is the main mission of you school?</p>	<p>The mission is to build human resources, including students and teachers, to have “technical skills attached with them for the rest of their lives”. The statement seems to suggest the application of lifelong learning among students and teachers though it was not mentioned by the director.</p>
<p>2. Who are your partners to fulfill this mission?</p>	<p>There are quite a number of local industry partners that the college has been collaborating with, including signing MoUs with them to ensure placement of students during their studies, as well as ensuring job prospects for them after graduation.</p> <p>At the regional level, cooperation for quality improvement has been made, including teacher training/oversea study, with Thailand, Vietnam, and China.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>High quality in teaching.</p>
<p>4. In one word, how would you describe</p>	<p>To have “technical skills attached with them for the rest of their lives”; and great team spirit/team work. “Teacher is not only a master of teaching but also of earning”</p>

<p>your teachers/ trainers?</p>	
<p>5. What is your school's main specialty?</p>	<p>Automotive, Electronic and Electricity (including IT), and Food and Hotels (including tailoring).</p> <p>As evident, there are three centers where students can learn and become expertise in these three areas such as:</p> <ul style="list-style-type: none"> • Car Training Center (CTC), • Electric Training Center (ETC), and • Food and Hotel Center (FHC).
<p>6. Insights/ overall observations</p>	

	 <p style="text-align: center;">Savannakhet Technical Vocational College</p>
<p>Director profile</p>	<p>Mr Viengsavanh Viengmany, Director, 020 5554 0588 (mobile & WhatsApp)</p>
<p>1. What do you feel is the main mission of you school?</p>	<p>Vision: to build people to have knowledge, capacity, moral, and technical skills, as well as ensuring quality of teaching and learning, making sure they people have decent jobs after learning. The college shall also ensure integration within the Southeast Asian region and the world.</p> <p>Mission: to build technical expertise and technician with competency and quality that is met and relevant to the needs for the socio-economic growth. The college will also ensure providing services, produce and distribute the products to the society.</p>

	Overall – <i>“In the past, we only build people to have skills, but now...we build people to have right skills for the right work, as well as people who already have work to have right/improved skills”.</i>
2. Who are your partners to fulfill this mission?	Partnership/ signed MoUs with local industry partners including Sepon (providing materials/equipment/ grants to college), KOLAO (in Savannakhet Specific Economic Zone), and Lao Sugar Company. However, regional integration is quite limited.
3. Please share two reasons why students should enroll here in your school?	Good facilities to encourage them to come and study, and there is a high chance in getting jobs after completing their studies.
4. In one word, how would you describe your teachers/ trainers?	“A teacher is the one who can teach students to be able to know and to apply what have learned.”
5. What is you school’s main specialty?	Road construction, automotive, and electricity
6. Insights/ overall observations	<p>We have not done well in integrating colleges with other countries, in the region and the world – we are at the lowest level. As such we need to improve on this and expand our cooperation.</p> <p>Opinions of other staff – some graduates do not get jobs, though there are companies as mentioned by the director. Few reasons for graduates not getting the jobs are as following;</p> <ul style="list-style-type: none"> • The supply side of skills is not relevant to the needs of local market; • The skills produced does not meet the standard requirements of employers (for example, though there is an agreement that 25,000 employees should be Lao Nationals, yet the companies explain that they can only accept) • Companies pay for Lao Nationals with low salary; • There is also an issue in that new employees keep looking for new jobs as they are not satisfied with the level of salary they receive – most cases are on a part-time basis.

	 <p>Mr. Siphavanh PHOMMASONE Deputy Director, Khammuane Technical and Vocational College</p> <p>Khammuane Technical Vocational College</p>
<p>Director profile</p>	<p>Mr Siphavanh Phommasone, Deputy Director, 020 2232 8199</p>
<p>1. What do you feel is the main mission of your school?</p>	<p>Vision: “Good in learning, excellent in skills, good morals, and lead in professional careers”. However, this vision is very generic. It needs to indicate time when to achieve this vision. The college will soon revise it.</p> <p>Though the vision is quite generic, our focus is to make sure people are equipped with industrial skills and capacities.</p>
<p>2. Who are your partners to fulfill this mission?</p>	<p>The college partners with local industries such as KCL (Khammuane Cement Company Ltd.,?), NTPC, Agricultural/Business Farms (7 Farms/MoUs), and Mekong Hotel. The college also received support from GIZ.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>More than 90% of students are from Khammuane, mainly because the college is nearby their hometowns. This also means that students do not require much amount of money for the expenses compared to studying in Vientiane. The remaining 10% are from other provinces such as Bolikhamsay.</p> <p>Another reason is that as students from college often get job faster than those who graduated from university, their parents are aware of the quality of education provided in our college. Sometimes, those who graduated from university, they come to our college and study from us, despite having university degree.</p>
<p>4. In one word, how would you describe your teachers/trainers?</p>	<p>“Great in technical and practical skills”... “students who learn from our teachers can do the work/get jobs”</p>

5. What is your school's main specialty?	Electricity
6. Insights/ overall observations	<p>All the partners under the MoUs, students do the practices there. The biggest industries are KMC and NTPC. However, not all industries easily accept graduates from TVET. Sometimes it is difficult for students to access to NTPC as it is required high qualification. No specific intervention yet to ensure meeting the need of high qualification required by employers. The highest rate of employment at the moment is the KMC as it is newly established.</p> <p>The two staff interviewed observed that the growth of business is slow. However, there is high demand of laborers, especially within Savan-Seno Special Economic Zone, and mainly graduates from electricity course¹³.</p> <p>In terms of TVET promotion activities, it is mainly the responsibility of the Student Affairs Division. Promotion strategies include merchandise (e.g., T-Shirts for free), posters, community visit (event), radio broadcasting. Budget for promotion activities is about 28,000,000 Kip.</p> <p>At the moment, the college need more enrolment in Wood Making and Construction, but not Business Administration, IT, Electricity, Tailoring, and General Repair.</p> <p>The service sector is growing, including food and hotels.</p>

¹³ A pie chart of enrolment and employment. This needs to be followed up.

	 <p style="text-align: center;">Vientiane Province Technical Vocational College</p>
<p>Director profile</p>	<p>Mr Thonglor, Director, 020 2225 0460</p>
<p>1. What do you feel is the main mission of your school?</p>	<p>The vision is to be the ‘strong’ college and become a ‘center of excellence’ in technical and vocational skills.</p>
<p>2. Who are your partners to fulfill this mission?</p>	<p>Local industries – mainly through signing MoUs.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>Not clear as to what reasons students choose to study in the college. When interviewing with students, I noticed that one of the reasons is because the college is already well-known to people. Distance from home to college is also not far.</p>
<p>4. In one word, how would you describe your teachers/ trainers?</p>	<p>Continuous learner, some go for upgrading and other attend short trainings with industry partners.</p>
<p>5. What is your school’s main specialty?</p>	<p>Electricity, Automotive, Hospitality and Tourism, Food Processing, Business Computer, and Tailoring.</p>
<p>6. Insights/ overall observations</p>	<p>High rate of enrolment is Electricity, Cooler Installation and Repair, and Hospitality (in Vangvieng Campus), most (80%) of students are from Vientiane Province and other (20%) are from other provinces.</p> <p>However, we still need to promote TVET. This is just the beginning. As per courses, we need to improve the quality and offer various courses. New courses to be offered in next SY2019 is Logistics and</p>

	<p>Transportation (e.g., Train Management), and later we will offer “Fashion Designer” and then E-Commerce.</p> <p>TVET Promotion activities – the college established a Community Support Team to visit communities and provide ‘free-cost services’ on motorbike repair. The focus is in poorest villages. The college found this strategy to be very successful.</p>
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	 <p>Mr. Bounma CHANTHAVONG Director, Dongkhamxang Technical and Vocational College</p> <p>Dongkhamxang Technical Agricultural College</p>
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<p>Director profile</p>	<p>Mr Bounma Chanthavong, Director</p>
<p>1. What do you feel is the main mission of you school?</p>	<p>Vision: to be the center of learning and training in agriculture and forestry.</p> <p>Mission: Develop/improve curriculum, especially in agriculture, animal husbandry, planting, as well as agro-machinery and motorbike repairs.</p> <p>We also develop teachers by sending them to further study including in Thailand, China, and Vietnam respectively. Up to now (2018) we have 15 teachers holding a Master Degree and by next year (2019) we will have 35 teachers.</p> <p>Another mission, we also concentrate on improving teaching and learning, ensuring that teachers apply new techniques for example applying the student-centered approach, supported by ADB.</p>

<p>2. Who are your partners to fulfill this mission?</p>	<p>Signed MoUs with industry partners, 8 industries in Vientiane, and some with China, Thailand and Vietnam.</p> <p>The ADB support has also helped us very much to improve the TVET development.</p> <p>That's to say, we cooperate and work with industry partners both within the country as well as other countries in the Southeast Asian region.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>Not clearly mentioned</p>
<p>4. In one word, how would you describe your teachers/trainers?</p>	<p>“Good in teaching and generating extra income”</p>
<p>5. What is your school's main specialty?</p>	<p>Agriculture</p>
<p>6. Insights/ overall observations</p>	<p>Student Affairs, Academic Support, and Innovation and Marketing Divisions are the main team working and supporting work related to TVET promotion in the college (basically using the Team Approach).</p> <p>In terms of content development is it the IT staff who collect information from the three divisions mentioned above. The people interviewed proposed to provide training to two staff from the college as the existing structure is a team approach.</p> <p>There is a lack of analysis in terms of the demand in the market and the supply of the college. The consultant is proising them to have such analysis.</p> <p>It is reported that more than 80-90% of students are from provinces and only 10-20% are from Vientiane capital. However, insights on this analysis has not been made.</p>

	 <p style="text-align: center;">Polytechnic College</p>
<p>Director profile</p>	<p>Bounthanom SOUYAVONG, Deputy Director</p>
<p>1. What do you feel is the main mission of you school?</p>	<p>Vision: To build human resources to have technical skills that can respond to the need of the society.</p>
<p>2. Who are your partners to fulfill this mission?</p>	<p>Partner with mining industries, including Phubia Mining, Sepon, and Vangvieng Cement Company.</p> <p>We also send our students to practice their skills with these industries.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>The overall trend of enrolment is increasing. For this SY alone, there are 2,700 students with 851 students are females.</p> <p>With the support of ADB, we will be able to accept more students in the future.</p> <p>However, due to poor infrastructure, we could not accept many students. Additionally., we would also like to ensure the quality of learning.</p> <p>Most students undertake electricity, land survey, Geography IT but the mining sector is decreased partly because the policy intervention in that mining exploration should be reduced in the country. However, the director observe that these areas of knowledge and skills are needed among industry partners.</p>
<p>4. In one word, how would you describe your teachers/ trainers?</p>	<p>Quality teaching</p>

5. What is your school's main specialty?	Various (13 courses)
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	 <p data-bbox="628 808 1161 860">Mr. Khampeu VONGSIPASOM Deputy Director, Pakpasak Technical and Vocational College</p> <p data-bbox="804 904 1209 996">Pakpasak Technical Vocational College</p>
Director profile	Mr. Khampeu VONGSIPASOM, Deputy Director
1. What do you feel is the main mission of your school?	<p>Vision: Established in 1936 as a school and upgraded to become a college in 2009 and since then the College aims to build as a Center of Excellent (Model College).</p> <p>Mission: To develop labours needed for socio-economic development; equipped students with skills, knowledge, creativity, innovation, and aspirations for development, especially self-learning and development.</p>
2. Who are your partners to fulfill this mission?	The College considers local and foreign industries as important partners in fulfilling the vision and mission. Partnerships are in the form of signing Memorandum of Understanding (MOU) to operate Dual Cooperate Training (DCT). In Laos, the College has worked with almost 500 industries. Each year, students have learned and improved their practical skills with these industries, ranging from two to four months, depending on their courses and duration of study.
3. Please share two reasons why students should enroll here in your school?	Well-known/ reputation
4. In one word, how would you describe your teachers/ trainers?	Advanced knowledge and skills in accounting and electrics. Good in knowledge sharing among teachers (internal knowledge sharing).

<p>5. What is your school's main specialty?</p>	<p>The College has been excelled in Accounting. As evident, heads of accounting in the public sector are mostly former graduates from Pakpasak College. The second core areas of specialty is Secretary. Pakpasak is the first school providing this program in the country. Almost all graduates from a Secretary Program were employed. Food and Hotel Program is also popular, followed by Business Computer and Electrics.</p>
<p>6. Insights/ overall observations</p>	<p>Though the college has already provided Logistics Program, not many people are interested in, partly because of poor advertisement and marketing strategy.</p>

	 <p>Vientiane-Hanoi Friendship Technical Vocational College</p>
<p>Director profile</p>	<p>Mrs Nivone Mounghounsavath, Director</p>
<p>1. What do you feel is the main mission of your school?</p>	<p>Vision: Established in 2004 as a school and as a college in 2014, the college aims to equip students with knowledge and skills in ICT, electric electronics, and business administration that equally meet the standard of other countries in ASEAN.</p>
<p>2. Who are your partners to fulfill this mission?</p>	<p>Cooperates with local industries, especially for student placement (skills practice in industries), as well as with Vietnam colleges to create opportunities for students to further study in Vietnam after graduating from VHTVC.</p>
<p>3. Please share two reasons why students should enroll here in your school?</p>	<p>Image of the college as evident, most of former graduates were employed and some started their own business.</p>

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4. In one word, how would you describe your teachers/ trainers?	Expert in IT, many graduated from overseas and they are qualified.
5. What is you school's main specialty?	IT
6. Insights/ overall observations	

Annex 6 Students' Profile

Name	Gender	Age	Course and Level	Home village	Contact details
(i) Pakpasak Technical and Vocational College					
1. Bounmy	Female	34	Hair Salon (C2 – and will continue until C3)	Ban Hongkhayom, XX District, Champasak	020 9929 7177 (Mobile &WhatsApp); ບຸນມີສະບາຍ (Facebook)
2. Joy Sihaboud	Female	N/A	Hair Salon (C2 – and will continue until C3, then will take Tailoring until completing C3)	Ban Xasavang, Bachieng District, Champasak	020 5580 0877 (Mobile &WhatsApp); Nana (Facebook)
3. Oraphin	Female	22	Tailoring (C1)	Ban Huayangkham, Pakse District, Champasak	020 9167 0120 (Mobile); +66 9041 77 259 (WhatsApp); Oraphinkaewsi (Facebook)
4. Somphakone Patheuangsinh	Female	22	Tailoring (C1)	Ban Khua Xe, Xengbangfai District, Khammuane	020 9941 0550 (Mobile & WhatsApp); Kone Somphakone Pts (Facebook)
5. Onteng	Female	20	Construction (C3)	Ban Veunkhaen, Mounlapamok District, Champasak	020 9731 5113 (Mobile & WhatsApp); Onteng Lao (Facebook)
(ii) Savannakhet Technical and Vocational College					
6. Ammy	Female	15	Food and Hotels (9+3, year 1)	Ban Kheuakhaokard, Xaiboury District, Savannakhet	020 9268 4782 (Mobile); 020 9170 2006 (WhatsApp);

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Name	Gender	Age	Course and Level	Home village	Contact details
					Ammy Ammy (Thai Language) ¹⁴
7. Dam	Male	19	Food and Hotels (9+3, year 1)	Ban Nakhaomin, Adsaphone District, Savannakhet	020 9754 8178 (Mobile & WhatsApp); Tadarn Chanthakoumphone (in Thai Language) ¹⁵
8. Vilada	Female	16	Accounting (9+2, Year 2)	Ban Bangbad, Adsaphone District, Savannakhet	020 9866 2981 (Mobile & WhatsApp); Vilada Sisomphone (Facebook)
(iii) Khammuane Technical and Vocational College					
9. Toukta Keomany	Female	...	Secretary (12+2)	Ban Nammahang, Phonkham District, Khammuane	Toukta Keomany (Facebook)
10. Outhonephouthai Phommathep	Female	...	Food and Hotels (12+3, Higher Diploma)	Ban Boneng, Hinboun, Khammuane	020 9588 3782 (Mobile & WhatsApp); Nangnoy Phommathep (Facebook)
11. Dalee Noysengchan	Female	...	Food Processing (12+2, Higher Diploma)	Ban Sa Ngom, Thakhek District, Khammuane	020 9202 2841 (Mobile & WhatsApp); Lee Phoutdalai (Facebook)
12. Khanthong	Female	...	Architecture (9+2)	Ban Xok, Bualapha District, Khammuane	020 9928 1604 (Mobile & WhatsApp); ຂັນທອງ ຮົ່ມສະຫວັນ (Facebook)
13. Deuane	Female	...	Tailoring (9+2)	Ban Naphokham, Thakhek District, Khammuane	020 9577 9700 (Mobile & WhatsApp); ນາງ ສຸພາ ພອນ ສີສຸວັນ (Facebook)
14. Lanoy Thammanolath	Female	...	Tailoring (9+2)	Thakhek District, Khammuane	020 9312 1702 (Mobile & WhatsApp); ສາວຫຼ້າ ເມືອງທ່າແຂກ(Facebook)
(iv) Vientiane Province Technical and Vocational College					

¹⁴ Spent approximately 10,000 Kip/week for internet and 10,000 Kip/2weeks for mobile.

¹⁵ Spent approximately 10,000 Kip/week for internet.

Name	Gender	Age	Course and Level	Home village	Contact details
15. Souksakhone	Female	19	Motorbike Repair (Year 2)	...	020 5297 3039 (Mobile); 020 5918 2896 (WhatsApp); Tamon Valaboud (Facebook)
16. Chanpheng Inthasith	Female	20	Motorbike Repair (Year 2)	Ban Hadxai, Thoulakhom District, Vientiane Province	020 9260 0935 (Mobile); 020 5545 7765 (WhatsApp); ຈິນ ເພັງ ອິນທະສິດ (Facebook)
17. Nouk Khanmixai	Female	19	Marketing (Year 2)	Ban Khokmeuad, Meun District, Vientiane Province	020 9745 7672 (Mobile & WhatsApp)
18. Mieng Bounmatham	Female	20	Marketing (Year 2)	Ban Thavieng, Thathom District, Vientiane Province	...
19. Meuy Thamavong	Female	16	Secretary (Year 2)	Ban Nadeua, Xanakham District, Vientiane Province	020 9122 3903 Mobile & WhatsApp); ເໝີຍ ທິມ ມະໂນ (Facebook)
20. Maengpor Sonsouphap	Female	16	Secretary (Year 2)	Ban Huaytao, Xanakham District, Vientiane Province	020 9704 5362 (Mobile & WhatsApp); Maengpor Sonesuphap (Facebook)
(v) Donkhamxang Agricultural Technical College					
21. Khamy Sengsouvanthong	Male	20	Agro-Machinery (9+2, year 2)	Ban Takheung, Nalae District, Luang Namtha	020 7814 7148 (Mobile & WhatsApp); ຄຳສີ ແສງ ສຸວັນທອງ (Facebook)
22. Mai Mua	Female	23	Motorbike Repair (9+2, year 2)	Ban Hauyxone, Samneua District, Huaphanh	020 5847 2373 (Mobile & WhatsApp); Mark Muas
(vi) Polytechnic Technical College					
23. Sivilai Vorachit	Female	24	Electric Technique (9+3, year 2)	Ban Phin, Phin District, Savannakhet	020 999 44686 (Mobile & WhatsApp)

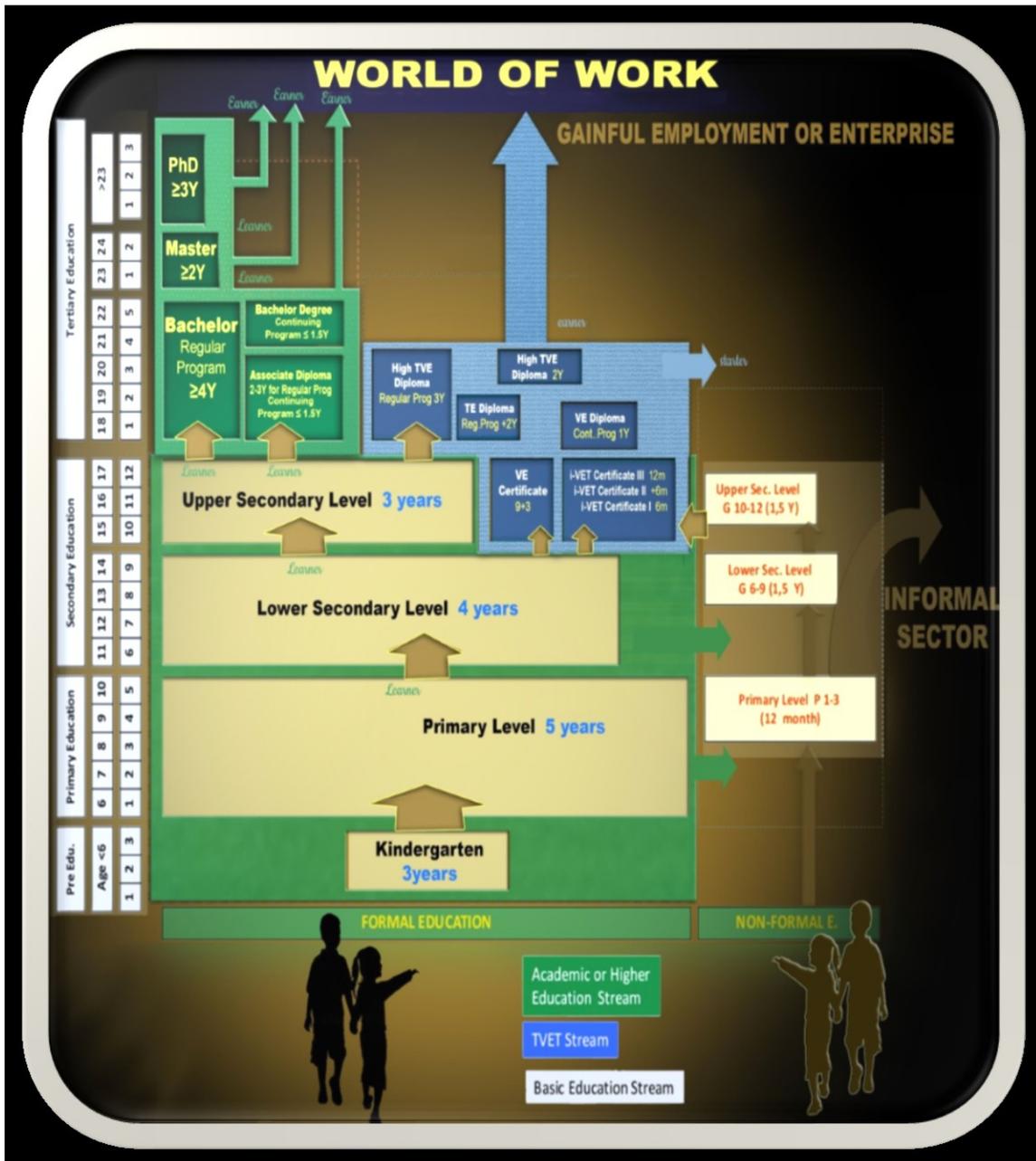
Name	Gender	Age	Course and Level	Home village	Contact details
24. Sounisa Mahavong	Female	16	Electric Technique (9+3, year 2)	Ban Nonghai, Hardxaifong District, Vientiane Capital	020 5547 6709 (Mobile & WhatsApp); ມ. ສຸນິສາ ມະຫາວິງ (Facebook)
25. Lone Boudsady	Female	18	Electric Technique (9+3, year 2)	Ban Paoneua, Xamtai District, Huaphanh	020 9719 1458 (Mobile & WhatsApp)
(vii) Vientiane – Hanoi Friendship Technical and Vocational College					
26. Joun	Male	20	IT (9+3, Year 1)	Aed District, Huaphanh	020 9927 0902 (Mobile); 020 5424 2174 (WhatsApp); ຈຸມ ຖິ້ນເມືອງແອດ (Facebook)
27. Thaveesack	Male	19	IT (12+3, Year 1)	Ban Hongkha, Chanthaboury District, Vientiane Capital	020 9743 7642 (Mobile & WhatsApp); Bro Taves (Facebook)
28. Phetsamone	Female	19	IT (12+3, Year 1)	Ban Chommany, Xaythany District, Vientiane Capital	020 9983 1525 (Mobile & WhatsApp); Phetsamone PVS (Facebook)
29. Sengtavanh	Male	18	IT (12+2, Year 1)	Ban Khamhoung, Xaythany District, Vientiane Capital	020 5587 9775 (Mobile & WhatsApp); Aekky Xayoudom (Facebook)
(viii) Pakpasak Technical and Vocational College					
30. Did not interview					
31.					

Annex 7 Feeder schools of TVET Colleges

TVET Institutions	Number of feeder schools
Vientiane Province Tech/Voc College	Mainly from within Vientiane province, some from nearby provinces (Huaphanh and Xayabouly)
Dongkhamxang Agricultural Technical College	All over the country with 80% are from provinces and only 20% are from Vientiane Capital
Pakpasak Tech-Voc College	All over the country
Vte-Hanoi Friendship Tech/Voc College	All over the country
Polytechnic College	All over the country, but the majority are from Huaphanh (partly because the College is a brother-ship of TVET/IVET in Huaphanh Province)
Khammuane Tec-Voc College	90% of students are from within Khammuane province, and the remaining 10% are from other nearby provinces (Savannakhet and Bolikhamxay) and some even from furthest provinces (Xiengkhuang and Luang Prabang)
Savannakhet TechVoc School	Mainly from within the province, some from nearby provinces such as Khammuane and Champasak
Champassak Tech-Voc College	All 4 provinces of the South (Champasak, Saravanh, Sekong and Attapeu)

Annex 8 SUCCESS ROUTE/PATHWAY for LEARNERS, EARNERS, STARTERS

Provides the message that the TVET pathway is just an effective route as the Academic/higher education roadway and has easier exit points and acceleration to **START earning, learning more or building your own small venture**.



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Annex 9 **Concept Note for GOOD JOB LAOS**

A VIDEO CHANNEL THAT FEATURES PROOFS THAT TVET SUCCESS HAS BEEN ACHIEVED BY MANY AND THAT VIEWERS CAN BE SUCCESSFUL TOO

PUBLIC MISSION:

MULTIPLYING GOOD VIBES IN LAOS!

Everyone who does good deserves commendation and encouragement. We believe that all around Laos, there are many good jobs being done by good people! And so here we are making sure more people hear about it.

COMMUNICATIONS AGENDA:

TO PROMOTE/REINFORCE/ENCOURAGE the right attitudes towards achieving success. In TVET, skills trump knowledge...but in real life, attitude is the main additive that spells the difference. Bigger than just learning a trade skill, is the attitude/habit of LIFELONG LEARNING, ALWAYS WANTING TO LEARN MORE, TO MAKE A DIFFERENCE, TO HAVE A WORK ETHIC where even if they thought no one was watching, efforts for quality and excellence is made.

This will be the main driver for success.

ENGAGEMENT. (AUDIENCE not just observers but PARTICIPANTS)

PUBLIC: “If you have experienced a good job anywhere in Laos and wish to help us spread the good vibes, please drop us a note or share on our walls about people, services, products and events that make us all feel positive and hopeful and wanting to do more “GOOD JOB!”

You can be our REPORTER/CORRESPONDENT! Keep LIKING and SHARING!

Yes, congratulations! We believe you too are doing a “GOOD JOB!”

INTERNAL: We want the TVET College students, especially those taking the ICT/multimedia course to have a venue/channel to immediately practice their technical and storytelling skills by getting involved in CONTENT DEVELOPMENT & DISTRIBUTION.

We will encourage them to **TRACK & FIND** TVET ALUMNI from their own colleges who are now doing GOOD JOBS! (whether as employees or entrepreneurs), interview them, congratulate them, and spread the news that YES, TVET IS WORKING and a REAL and probably more ACCELERATED pathway to SUCCESS!

These real exemplars will be used as our WORD OF MOUTH content in digital and live events particularly during the CAREER GUIDANCE/COUNSELLING SEMINARS we will be

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doing for M4/M7 students, looped as content for digital KIOSKS, and as content for our network of channels.

GAMEFIED.

Let the internal stakeholders of each of the 8 TVET Colleges conduct contests per trade areas or year levels and we can generate more than enough internal buzz.

To engage sponsors we can invite them to donate items/product samples as incentives to featured “good jobbers” and “good job reporter”.

Annex 10 Interview Questions for GOOD JOB LAOS

1. Could you tell us about your passions/what you like about what you are doing?
you must love what you're doing for you to have gained such mastery—
What is the most challenging part of your job?
2. Do you feel successful in the business (NAME OF BUSINESS) you are doing?
What can be indicators of success in this job/business?
3. What do you think is the most important thing to learn in order to do this business?
(now same as number 1 so maybe no need)
4. Tell us how you got into this job/craft/business? Did you have to go to school or just learn it on your own?

Follow up: Do you still discover new things about this job/business on your own?

5. For you, what counts more for success: Knowledge or Practical Skill?
6. To which do you credit your success: SKILL or ATTITUDE?
7. Do you earn "barely enough" "just enough" or "more than enough"
8. What advice can you give to our audience who are interested to get into this job/craft/business?
9. To you, how do you define a "GOOD JOB!"